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Stanly Community College


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General Catalog/Student Handbook
2004 - 2005



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Stanly Community College

141 College Drive
Albemarle, NC 28001

General Catalog/ Student Handbook 2004 - 2005

Albemarle Campus Telephone: (704) 982-0121
Crutchfield Education Center Telephone: (704) 888-8848

Web site: www.stanly.edu

The College

Stanly Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. If an individual believes Stanly Community College's performance as inconsistent with the Commission on Colleges' criteria for maintaining accreditation, the individual may contact the Commission at the following address:

Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097
Telephone: (404) 679-4501
Web site: <http://sacscoc.org>

Stanly Community College is an equal opportunity educational institution and employer. The College does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age, or disability consistent with the Assurance of Compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1973, the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1992.

***AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION
A UNIT OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM***

The Catalog

The purpose of the catalog/student handbook is to furnish prospective students and other interested persons with information about Stanly Community College and its programs. Information contained in this catalog/student handbook is subject to change without notice and may not be regarded as binding on the institution or the state. Efforts will be made to keep changes to a minimum; but changes in policy, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as directed by the North Carolina Community College System or by the local Board of Trustees may occur after publication.

Contact Information

Stanly Community College
141 College Drive
Albemarle, NC 28001
Telephone: (704) 982-0121
Fax: (704) 982-0819

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Crutchfield Education Center
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102 Stanly Parkway
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Telephone: (704) 888-8848
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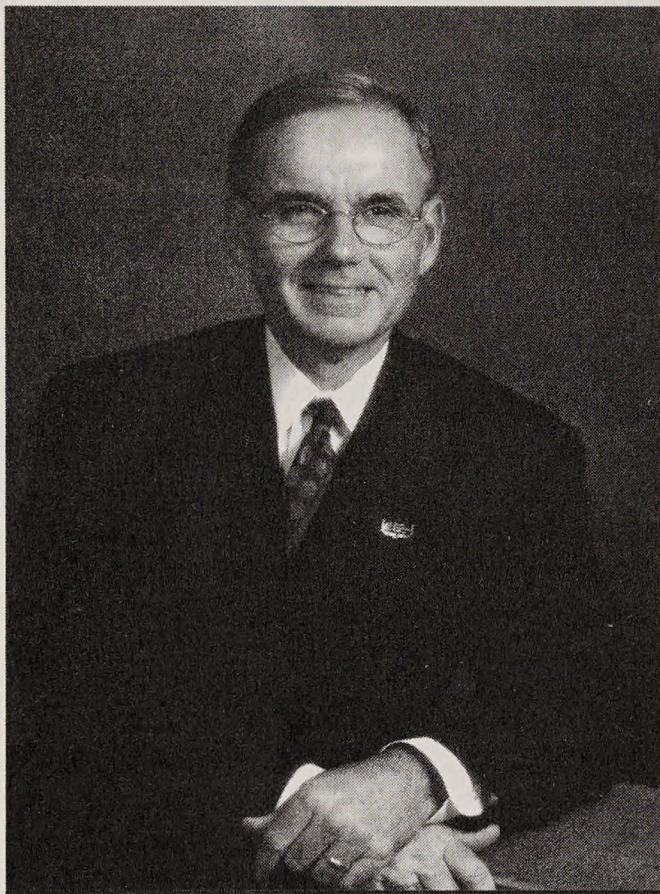
Catalog Cover

The cover photo of the Crutchfield Education Center in Locust was taken by Daniel E. Wray, Stanly Community College instructor.

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From the President . . .



As you begin to consider your college career, we hope that Stanly Community College will be part of your future. There are any number of choices you can make when looking at your college future options. In addition to Stanly Community College, in our immediate area there are no fewer than four community colleges within a one-hour commute. There is also one public university plus six private colleges and universities within this same region.

Of course, I would recommend that you give Stanly Community College a try. Chartered in 1972, SCC has offered over those 32 plus years a good quality low-cost education close to home for thousands of students. During our history, over 5,000 students have been awarded degrees, diplomas, and certificates in a number of fields. Today we offer associate degrees in 22 fields along with 35 certificate and 17 diplomas in these and other fields.

There are any number of issues you should consider before enrolling in any college. Obviously your own career track has a great deal to do with that choice. What you want to study does play a significant role in where you go. However, you can start at a community college—Stanly Community College to be specific—and transfer into any senior college or university to begin more advanced study in almost any field. I began my own

college experience at a community college. Taking what I earned and learned at Lenoir Community College in Kinston, I went on to earn a bachelor's, a master's, and finally a doctorate. My experience is the rule, not the exception. Among the faculty and staff at SCC today, we have a number of community college graduates who did as I did—earned a two-year degree and then on for more advanced study at a senior institution.

There are many other reasons to consider Stanly Community College. Like all North Carolina community colleges, we offer our students low-cost tuition. While community college tuition has been rising over the last several years, it is still a bargain in the education world. At the same time, our classes tend to be smaller than larger public and private colleges and universities, which means that we can offer our students more personal attention. Close interaction with students and faculty and staff are a hallmark of the student-centered environment we strive for at Stanly Community College. We realize we are in business for one reason only: to serve our students and this community. We take create pride in doing that really well.

Over the past several years we have seen a significant increase in our enrollment. We have new buildings to better serve our students, a new wing on the Whitley Technology Center, and the 33,000-square-foot facility at Locust, the Crutchfield Education Center. We have upgraded campus technology and added new curriculums and faculty and staff to accommodate our growth and at the same time to allow us to offer new programs and services to our students. Even with the larger numbers, the new facilities, and the new equipment, we still strive to do what our first faculty and staff did over 32 years ago—offer a good learning experience to our students. I think we have remained true to that goal. I hope that you will allow us to prove that point.

Warmest regards,

Dr. Michael R. Taylor
President

Student Profiles . . .



April Byrd Furr

Associate in Applied Science degree awarded 1999
Early Childhood Associate

My ambition in life is to teach children. Through Stanly Community College, I earned an Associate in Applied Science degree in Early Childhood Education in 1999. With my degree, I applied and was employed at the Stanly County Partnership for Children. I work with young children, parents, and child care providers as a Child Care Resource and Referral Coordinator.

In the fall of 2003, I began taking classes in the partnership program between UNC—Charlotte and Stanly Community College. This arrangement has made it possible for me to work while continuing to take classes working toward a bachelor's degree in elementary education. This experience has been exciting as well as convenient. I am able to take all UNC—Charlotte elementary education courses at the new Crutchfield Education Center in Locust and to continue my general education courses through the SCC campus in Albemarle.

Through SCC, I know I can attain my goal of not just becoming a teacher but becoming one of the best educators I can possibly become.

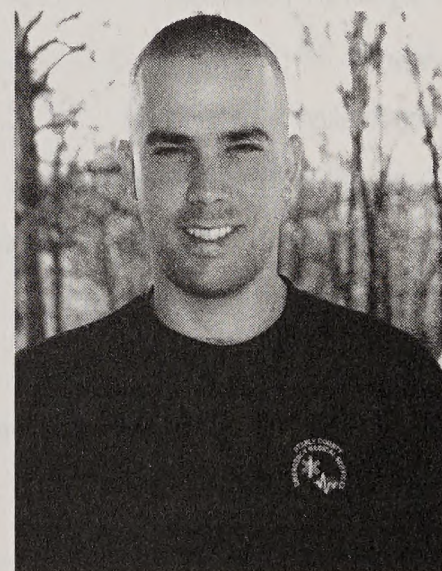
Shane Lisenby

Associate in Applied Science degree awarded 2004
Emergency Medical Science
Paramedic Certification 2000

I am a graduate of South Stanly High School, earned my Paramedic Certification from SCC in 2000, and am now Paramedic Crew Chief with Stanly County Emergency Medical Services. This is an achievement that represents my genuine desire to be the best paramedic I can be. I have been awarded First Place for two years in statewide paramedic competition held in Greensboro.

I have continued my training and received an A.A.S. degree in Emergency Medical Science in 2004 through the collaborative effort between Stanly Community College and Montgomery Community College. With my strong desire to become an Emergency Medical Physician, I am continuing my education at a four-year university to earn a bachelor's degree in biology.

I truly appreciate all the personal help and knowledge I have received at Stanly Community College. I will certainly make use of everything I have learned while at SCC as I continue to pursue my education.



ACADEMIC CALENDAR 2004–2005

SUMMER SESSION 2004

May 17 (Monday)	Summer session registration Albemarle Campus
May 18 (Tuesday)	Summer session registration Crutchfield Education Center
May 24 (Monday)	Classes begin
May 25 (Tuesday)	Last day to change schedule (Drop/Add)
May 27 (Thursday)	Last day to request partial tuition refund
May 31 (Monday)	Memorial Day holiday (no classes)
July 5–9 (Monday–Friday)	Summer break (no classes)
July 15 (Thursday)	Last day to drop a course with “W” grade
July 22 (Thursday)	Last day of classes

FALL SEMESTER 2004

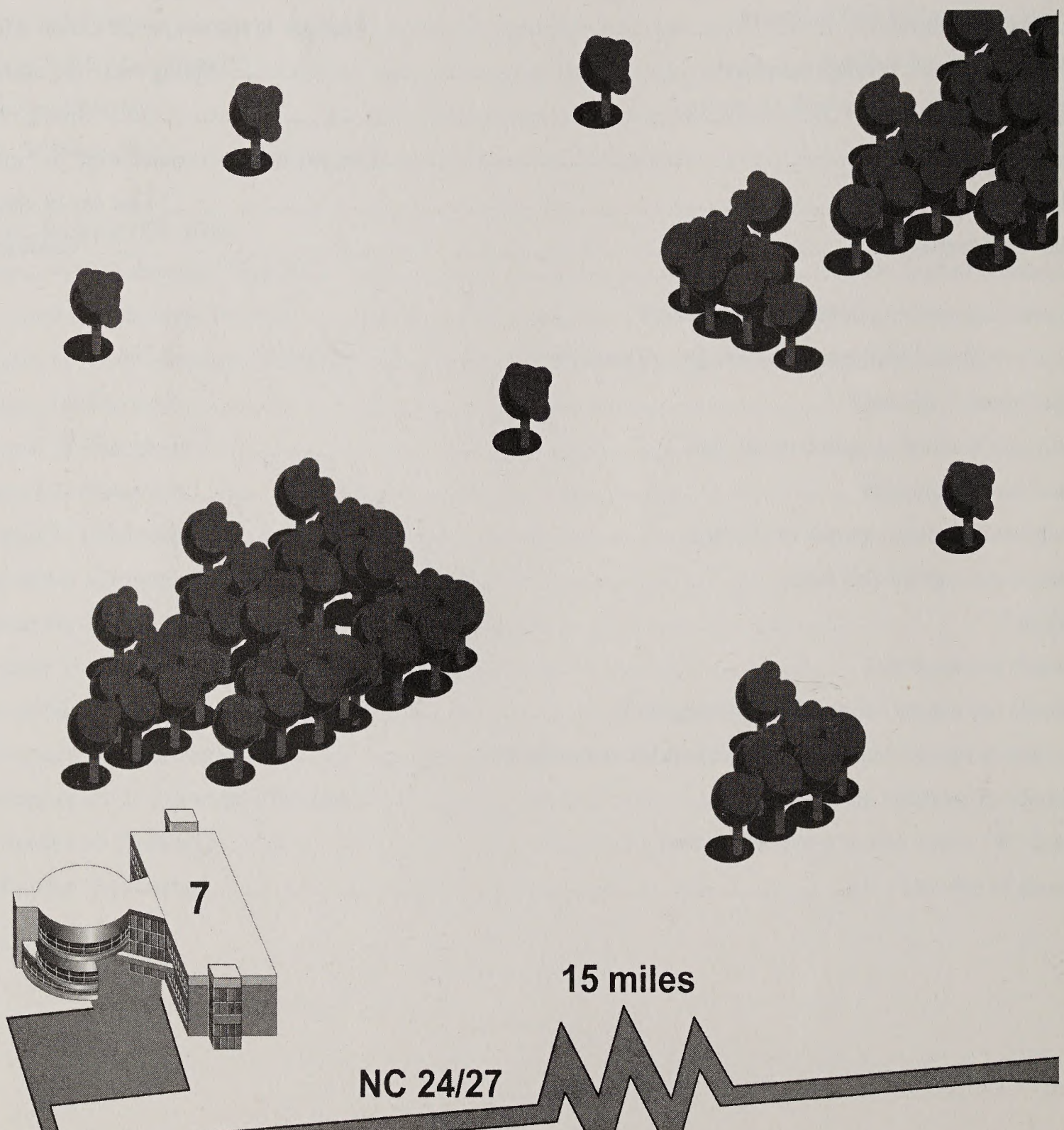
August 4–5 (Wednesday–Thursday)	New student orientation
August 9–10 (Monday–Tuesday)	Fall semester registration Albemarle Campus
August 11–12 (Wednesday–Thursday)	Fall semester registration Crutchfield Education Center
August 16 (Monday)	Weekday classes begin
August 18 (Wednesday)	Last day to change schedule (Drop/Add)
August 21 (Saturday)	Weekend classes begin
August 25 (Wednesday)	Last day to request partial tuition refund
September 6 (Monday)	Labor Day holiday (no classes)
September 29 (Wednesday)	Fall Fest
October 11–12 (Monday–Tuesday)	Fall break (no classes)
November 17 (Wednesday)	Preregistration Albemarle Campus (no classes)
November 18 (Thursday)	Preregistration Albemarle and Crutchfield (classes in session)
November 25–27 (Thursday–Saturday)	Thanksgiving holidays (no classes)
November 30 (Tuesday)	Last day to drop a course with a “W” grade
December 13 (Monday)	Last day of classes

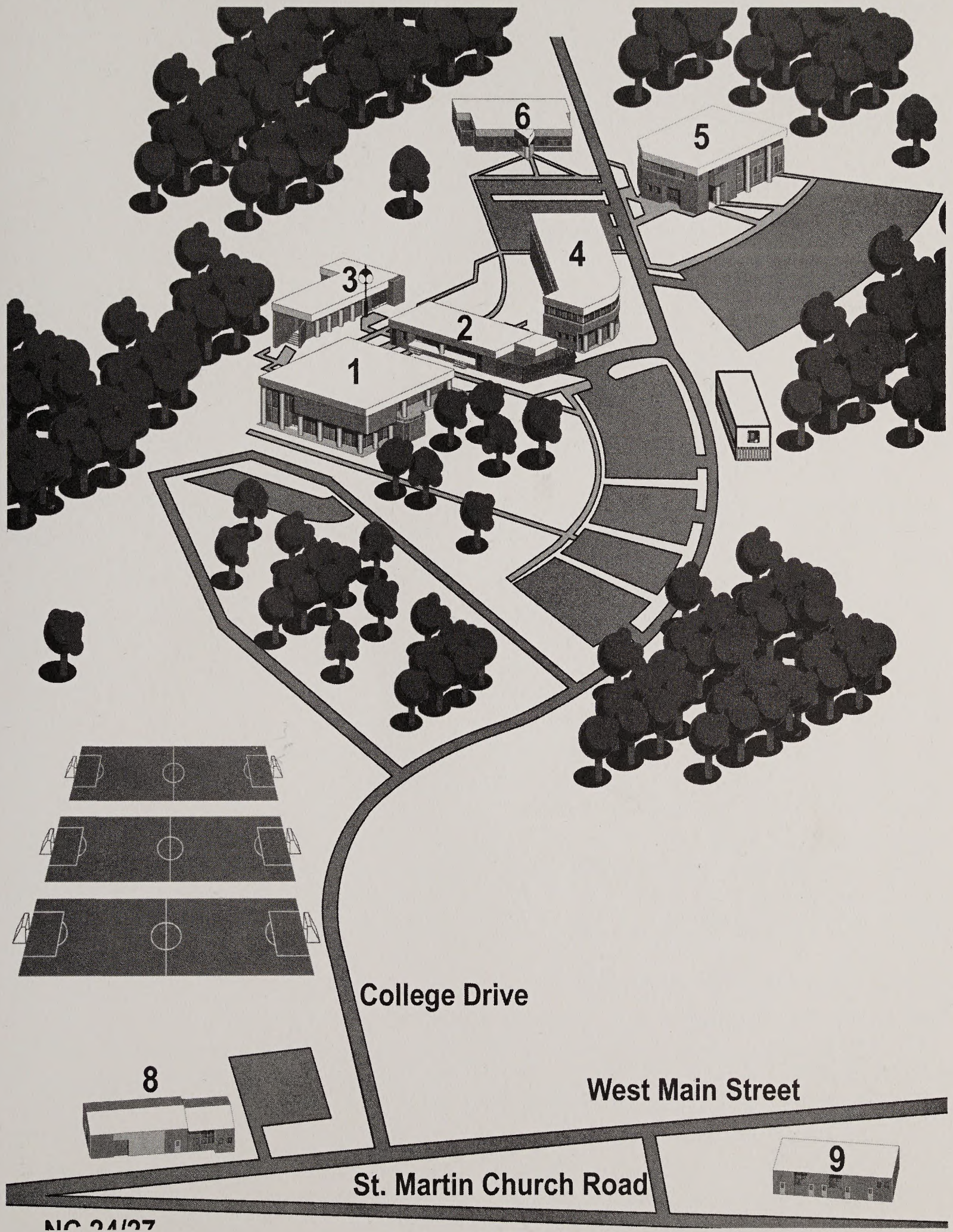
SPRING SEMESTER 2005

January 3 (Monday) College reopens
January 4 (Tuesday) Spring semester registration Albemarle Campus
January 5 (Wednesday) Spring semester registration Crutchfield Education Center
January 7 (Friday) Weekday classes begin
January 8 (Saturday) Weekend classes begin
January 12 (Wednesday) Last day to change schedule (Drop/Add)
January 15 and 17 (Saturday and Monday) Martin Luther King, Jr., holiday (no classes)
January 20 (Thursday) Last day to request partial tuition refund
March 25–April 2 (Friday–Saturday) Spring break (no classes)
April 20 (Wednesday) Spring Fling
April 26 (Tuesday) Last day to drop a course with “W” grade
May 9 (Monday) Last day of classes
May 16 (Monday) Graduation

Campus Map

- | | |
|-----------------------|---|
| 1 Patterson Building | 6 Whitley Technology Center |
| 2 Webb Student Center | 7 Crutchfield Education Center |
| 3 Kelley Building | 8 Corporate and Professional Education Center |
| 4 Eddins Building | 9 Cosmetology Lab |
| 5 Snyder Building | |





General Information

COLLEGE HISTORY

Stanly Community College was chartered in July 1971 and officially opened in December of that year in temporary headquarters that were previously occupied by South Albemarle High School. A faculty of eight taught classes in Auto Mechanics, Air Conditioning and Refrigeration, Secretarial Science, Industrial Management, Brick Masonry, and Business. In five months the school grew from 31 students to almost 400.

In September 1974 a formal groundbreaking ceremony was held, and in October of 1975 the Academic/Administration Building (now the Patterson Building) and the Vocational Shop Building were completed. The Vocational Building, which has been renovated, now houses the student rec room, cafeteria, and bookstore. In the fall of 1998 it was renamed the Webb Student Center in honor of Dr. H. T. Webb, a long-time College trustee. The Kelley Building—named for Annie Ruth Kelley, first chairperson of the Board of Trustees—was completed and occupied in October 1981. The Industrial Training Center, which was built in 1960 by Kinlaw International, was purchased by the Stanly Community College Foundation in July 1981. This facility, which is now known as the Corporate and Professional Education Center, presently houses Autobody, Welding, and Industrial Maintenance Technology programs, the Division of Corporate and Professional Education, and the CTC Small Business Development Center.

In 1987 a new two-story classroom/lab building was completed to house the College's extensive allied health programs. The next building on campus to be built was a much needed library/classroom facility. Completed in early 1997, the 27,000-square-foot building houses SCC's library and TV studio facilities on the first floor and seven classrooms and the College's North Carolina Information Highway Center on the second floor.

These buildings now bear the names of two Albemarle residents who are long-time College supporters. The Allied Health Building was renamed the Eddins Building in honor of Dr. George E. Eddins, Jr. The Learning Resources Center/Classroom Building was named the Snyder Building in honor of Edward J. Snyder, Jr., former member of the Board of Trustees and former member of the North Carolina State Board of Community Colleges.

The newest building on campus is the Whitley Technology Center, completed in 1999 and named in honor of Elbert L. Whitley, Jr., a member of the SCC Board of Trustees and chairman since 1983. This facility is home to state-of-the-art computer labs that allow the College to offer the latest technology courses and programs to SCC students. An 8,000-square-foot addition was completed in late 2003 increased the Whitley Technology Center to 18,000 square feet.

An additional facility is located fifteen miles west of Stanly Community College on Highway 24/27 in Locust, North Carolina. The Crutchfield Education Center completed in 2003 includes two computer labs, sixteen classrooms, a community room, and a Student Resource Center.

Today, the College represents a \$10,000,000-plus investment by citizens of Stanly County. Annually the College serves over 10,000 students in all types of programs including associate degree, diploma, certificate, general education, occupational training, and adult literacy. Since its inception, Stanly Community College has served approximately 225,000 students.

PURPOSE AND MISSION STATEMENT

Stanly Community College offers a learning-centered environment that fosters partnerships, enables life-long learning, and contributes to the economic growth of the community. The College has a continuing concern for the welfare of each student. We assist students in developing their abilities and talents by creating an environment of diversity and mutual respect that promotes excellence and a free exchange of ideas. We are committed to:

- ◆ Providing opportunities for life-long learning to enhance personal, social, cultural, and intellectual development
- ◆ Providing programs and instruction to prepare individuals for a competitive global marketplace and changing work force needs

- ♦ Providing the means to achieve educational mobility that enables students to matriculate to the baccalaureate level
- ♦ Providing technological leadership and education
- ♦ Providing basic education skills instruction to diverse populations
- ♦ Supporting economic growth and development

As a part of the mission of Stanly Community College, the institution has a continuing concern for the welfare of each student and seeks to aid students in developing their abilities and talents by creating an environment of mutual respect that encourages excellence and a free exchange of ideas.

PERFORMANCE MEASURES

The North Carolina State Board of Community Colleges established a system of accountability in 1999-2000 that includes 12 performance measures to track and report by each community college. As part of this procedure, Stanly Community College is required to publish in its annual catalog how well it has done in meeting each of these performance measures. The 12 performance measures and findings for the 2001-2002 academic year at Stanly Community College are as follows:

1. Progress of basic skills students:

Standard: Seventy-five percent of students will demonstrate making progress through the basic skills program.

SCC: Seventy-five percent of basic skills students made progress at Stanly Community College.

2. Passing rate for licensure and certification examination:

Standard: There will be an 80 percent aggregate institutional passing rate with a minimum accepted performance on any single examination of 70 percent.

SCC:	Basic Law Enforcement Training	94 percent passing rate
	Cosmetology	94 percent passing rate
	Manicurist	100 percent passing rate
	Practical Nursing	100 percent passing rate
	Registered Nursing	88 percent passing rate
	SCC aggregate passing rate	91 percent passing rate

3. Goal completion of program completers:

Standard: Ninety-five percent of program completers will report meeting their goal(s) for attending a community college.

SCC: Ninety-eight percent of respondents reported successfully completing their goal(s) at Stanly Community College.

4. Employment status of graduates:

Standard: There will be a 95 percent employment rate of graduates, adjusted for local unemployment conditions.

SCC: There was a 100 percent employment rate of Stanly Community College graduates.

5. Performance of students who transfer to the university system:

Standard: Eighty-four percent of transfer students will attain a GPA of 2.0 or higher after completing one academic year at a four-year institution.

SCC: Sixty-nine percent of students who transferred with 24 or more semester hours at SCC or with an associate degree attained a GPA of 2.0 or higher after completing one academic year at a state four-year institution.

6. Passing rates of students in developmental courses:

Standard: Seventy percent of students who complete a developmental course will have a grade of "C" or better for that course.

SCC: Ninety-two percent of Stanly Community College students were reported as achieving a "C" or better in their developmental courses.
7. Success rates of developmental students in subsequent college-level courses:

Standard: There will be no statistically significant difference in the performance of developmental students compared to nondevelopmental students.

SCC: Ninety-four percent of students who completed a developmental course had a grade of "C" or better in subsequent college-level courses; ninety-eight percent of the nondevelopmental course students performed at the same level.
8. The level of satisfaction of students who complete programs and those who do not complete programs:

Standard: Ninety percent of completers and noncompleters will state satisfaction with the quality of community college programs and services.

SCC: Ninety-seven percent of completing and noncompleting students stated satisfaction with the quality of programs and services at Stanly Community College.
9. Curriculum student retention and graduation:

Standard: Sixty percent of the fall cohort will either have graduated their programs or still be enrolled at the community college the following fall.

SCC: Of the 1,232 fall cohorts at Stanly Community College in 2001, nineteen percent graduated and 49 percent returned the fall of 2002 for a total of sixty-eight percent.
10. Employer satisfaction with graduates:

Standard: Ninety percent of employers surveyed will report satisfaction with the skills of their employees trained or educated at a community college.

SCC: Ninety-six percent of employers indicated satisfaction with the skills of students who attended Stanly Community College.
11. Business and industry satisfaction with services provided:

Standard: Ninety percent of business and industry surveyed will report satisfaction with the services provided by a community college.

SCC: Ninety-eight percent of business and industry surveyed indicated satisfaction with employee training services provided by Stanly Community College.
12. Program enrollment:

Standard: There will be a three-year average minimum annual enrollment of ten students in all programs at a community college.

SCC: Stanly Community College had two programs with a three-year average annual enrollment of fewer than ten students for 1999-2000, 2000-2001, and 2001-2002.

FACILITIES

Stanly Community College's Albemarle campus is located on 140 acres of land on Highway 24/27 two miles west of downtown Albemarle. The Albemarle campus consists of the Patterson Building, Kelley Building, Eddins Building, Snyder Building, Whitley Technology Center, Webb Student Center, and Corporate and Professional Education Center.

Fifteen miles west of Stanly Community College's Albemarle campus on Highway 24/27 in Locust, North Carolina, lies the new Crutchfield Education Center. The 30,000-square-foot state-of-the-art building includes two computer labs, sixteen classrooms, a community room, and a Student Resource Center.

ADMINISTRATIVE OFFICE HOURS

College offices are open Monday through Friday from 8 a.m. to 5 p.m. Evening personnel are on duty Monday through Thursday until 10 p.m.

The switchboard is in operation from 8 a.m. to 9 p.m. Monday through Thursday and from 8 a.m. to 5 p.m. on Friday.

CAMPUS VISITS

Stanly Community College welcomes visitors and prospective students to its campus. Individuals or groups interested in arranging guided tours of Stanly Community College are invited to call, write, or e-mail the Admissions Office.

For persons interested in enrolling at Stanly Community College, the Student Development Office, which is located on the first floor of the Patterson Building, is open from 7:30 a.m. until 5 p.m. Monday through Thursday and from 7:30 a.m. to 4 p.m. on Friday. Appointments may also be scheduled during evening hours.

STUDENT RIGHT-TO-KNOW INFORMATION

Students who wish to know the average rate of persistence toward degree completion of students at Stanly Community College may inquire in the Student Development Office with the Director of Records and Registrar.

CAMPUS SEX CRIMES PREVENTION ACT

This notice is posted in compliance with Federal requirements pursuant to the Campus Sex Crimes Prevention Act.

Any person desiring information regarding the location or status of registered sex offenders in North Carolina, including Stanly County, is directed to the Internet website: <http://sbi.jus.state.nc.us>. This website was established by the state of North Carolina to provide such information to the residents of North Carolina. The website is updated by the North Carolina Department of Justice and contains the most current information regarding registered sex offenders.

ACADEMIC YEAR

The school year is divided into two semesters and one summer session for all instructional activities. Calendars for instructional programs are published in this catalog.

CLASS SCHEDULE

Stanly Community College offers classes Monday through Thursday between the hours of 8 a.m. and 10 p.m. and on Friday until 5 p.m. Courses are also available on weekends and through distance education and alternative delivery.

The availability of curricula credit courses during both day and evening sessions allows working students the opportunity to select curriculum courses applicable to an associate degree, a diploma, or a certificate. After completion of appropriate admission procedures, any person may enroll for day, evening, or alternative delivery classes.

Noncredit courses, which are offered primarily for personal and community improvement, are also offered during day, evening, and weekend sessions.

Prior to the beginning of each term, schedules indicating types, locations, and times of classes to be offered are published by the College and also announced in local news media.

CURRICULUM AREAS OF STUDY

Degrees (two-year programs)

Students completing the requirements for the programs listed below are awarded the Associate in Arts degree, the Associate in Science degree, or the Associate in Applied Science degree. The Programs of Study section of this catalog includes program descriptions and course offerings. The Course Descriptions section lists courses alphabetically by course prefix.

The availability of courses and programs is indicated by the following abbreviations:

- ◆ D = Day
- ◆ E = Evening
- ◆ DLC = Courses available through distance learning deliveries. (See Special Program Offerings section of this catalog for descriptions of various options.)
- ◆ DLP = Programs available through distance learning deliveries. (See Special Program Offerings section of this catalog for descriptions of various options.)

Associate in Arts Degree (D, E, DLC)

Associate in Science Degree (D, E, DLC)

Associate in Applied Science Degree

Accounting (D, DLP)

Associate Degree Nursing (D)

Biomedical Equipment Technology (D)

Business Administration (D, E, DLP)

Computer Engineering Technology (D, E, DLC)

Computer Programming (D, E, DLC)

Cosmetology (D)

Criminal Justice Technology (D, DLP)

Early Childhood Associate (D, E, DLC)

Early Childhood Associate/Special Education Concentration (D, E, DLC)

Early Childhood Associate/Teacher Associate Concentration (D, E, DLC)

Electronics Engineering Technology (D, E)

Emergency Medical Science (E)

Human Services Technology (D, DLP)

Information Systems (D, E, DLP)

Information Systems/Network Administration and Support Concentration (D, E, DLC)

Information Systems Security (D, E, DLC)

Internet Technologies (D, E, DLP)

Medical Assisting (Combination of D and E)

Radiography (D)

Respiratory Therapy (D)

Diplomas (one-year programs)

Students completing the requirements for the programs listed below are awarded diplomas. The Programs of Study section of this catalog includes program descriptions and course offerings. The Course Descriptions section lists courses alphabetically by course prefix.

- Accounting
- Business Administration
- Cardiovascular Interventional Technology
- Computer Programming
- Cosmetology
- Criminal Justice Technology (All courses for program available through online option.)
- Early Childhood Associate
- Early Childhood Associate/Special Education Concentration
- Early Childhood Associate/Teacher Associate Concentration
- Electronics Engineering Technology
- Human Services Technology
- Industrial Systems Technology
- Information Systems
- Information Systems—Office Professional Track
- Information Systems/Network Administration and Support Concentration
- Internet Technologies
- Medical Assisting

Certificates

Students completing the requirements for the programs listed below are awarded certificates. The Programs of Study section of this catalog includes program description and course offerings. The Course Descriptions section lists courses alphabetically by course prefix.

- Accounting
- Basic Law Enforcement Training
- Business Administration
- Business Administration—Human Resources
- Business Administration—Leadership and Management
- Computer Engineering Technology
- Computer Programming/C++ Language Concentration
- Computer Programming/RPG Language Concentration
- Computer Programming/Visual BASIC Language Concentration
- Cosmetology
- Cosmetology Instructor
- Criminal Justice Technology—Corrections (All courses for program available through online option.)
- Criminal Justice Technology—Law Enforcement (All courses for program available through online option.)
- Early Childhood Associate
- Early Childhood Associate—Administration Advanced Certificate
- Early Childhood Associate/Special Education Concentration—Exceptional Children
- Early Childhood Associate/Special Education Concentration—Mental Retardation
- Early Childhood Associate/Teacher Associate Concentration
- Electronics Engineering Technology
- Esthetics Technology
- Human Services Technology—Substance Abuse
- Industrial Systems Technology—Electrical
- Industrial Systems Technology—HVAC
- Industrial Systems Technology—Hydraulics/Pneumatics
- Industrial Systems Technology—Welding
- Information Systems
- Information Systems—Office Professional Track
- Information Systems/Network Administration and Support Concentration—CISCO Track

Information Systems/Network Administration and Support Concentration—CWA CISCO Track
Information Systems/Network Administration and Support Concentration—Microsoft Track
Information Systems/Network Administration and Support Concentration—Novell Track
Internet Technologies—CIW Master Site Designer
Internet Technologies—Web Master
Internet Technologies—Web Server Administration
Internet Technologies—Web Site Manager
Manicuring Instructor
Medical Assisting

ACCREDITATION

Stanly Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. If an individual believes Stanly Community College's performance as inconsistent with the Commission on Colleges' criteria for maintaining accreditation, the individual may contact the Commission at the following address:

Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097
Telephone: (404) 679-4501
Web site: <http://sacscoc.org>

The College is approved by the North Carolina State Board of Nursing, the Committee on Accreditation for Respiratory Care, the American Association of Medical Assistants Curriculum Review Board in cooperation with the Commission on Accreditation of Allied Health Education Programs, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, and the National Accrediting Agency for Clinical Lab Sciences. The College is licensed by the North Carolina State Board of Cosmetic Art Examiners.

VENDOR CERTIFICATIONS

Stanly Community College provides an opportunity for students to pursue associate degrees, diplomas, and certificates in the field of technology and at the same time prepare to obtain various professional technology certifications. Such certifications are recognized by business and industry as standards of proficiency and are being required by an increasing number of employers. These vendor certifications include such designations as CNA, CNE, Network+, CCNP, CCNA, MCP, MCSE, MOS, A+, i-Net+, and Certified Internet Webmaster—Master CIW Designer.

Admissions

GENERAL ADMISSIONS POLICY

As a member institution within the North Carolina Community College System, Stanly Community College practices an "open door" admissions policy. Any person who is eighteen years of age or older and who is able to benefit from educational offerings at Stanly Community College may enroll. Persons who are under eighteen years of age may enroll provided proper authorization is obtained.

The open door policy does not mean that there are no restrictions with regard to enrollment in specific programs. Selected programs operate under enrollment capacity restrictions. In such programs, applicants may not be able to enroll on their desired start date if their chosen program of study is filled.

Applicants who are eighteen or older and do not have a high school diploma may enroll in classes leading to a high school equivalency certificate (GED) or an Adult High School diploma. Other restrictions are imposed upon applicants who are required to complete developmental course work as ascertained by assessment tests. A decision regarding such restrictions is made on an individual basis by the Vice President of Students or designee.

ADMISSION PROCEDURES: CURRICULUM PROGRAMS

1. Submit a properly completed Application for Admission to the Admissions Office at Stanly Community College.
2. Request that high school (or GED or Adult High School) transcripts and all college, university, or other post-secondary educational transcripts be sent directly to the SCC Admissions Office.
3. Contact the SCC Admissions Office and arrange to take a placement (assessment) test. Applicants desiring assistance in preparing for placement testing may contact the Stanly Community College Student Success Center for review in reading, writing, and math skills. There is no charge for this service.

If an applicant for admission to a non-allied health program does not satisfy all admission requirements prior to his or her first semester of enrollment, the applicant may still enroll (on a space-available basis) as a conditionally accepted student. **However, a student enrolled in a curriculum program must satisfy all admission requirements for that program within the first semester of enrollment in order to continue studies.**

Students accepted into allied health programs are required to have a medical form completed by a physician. The medical forms are supplied by the Admissions Office at Stanly Community College. Applicants to allied health programs must complete all admission requirements as well as any required developmental course work prior to their first term of enrollment in their program.

Since some programs of study fill to capacity in advance of the fall semester start date, applicants are encouraged to apply for admission early and to complete all applicable admission requirements as soon as possible.

ADMISSION TO ASSOCIATE DEGREE (TWO-YEAR) PROGRAMS AND DIPLOMA (ONE-YEAR) PROGRAMS

1. Associate degree and diploma programs require the applicant to possess a high school diploma or the equivalent from a regionally accredited school. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma. An applicant to an associate degree or diploma program must have an official copy of his or her high school transcript (or GED certificate if applicable) sent directly to the Admissions Office at Stanly Community College. A high school certification of completion is not acceptable for admission to an associate degree or diploma program.
2. An official transcript from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office. Official copies of transcripts are those on which an appropriate school official has placed his or her signature and mailed the transcript directly to the SCC Admissions Office. Transcript request forms are available in the SCC Admissions Office as well as on the College's web site and may be used by the applicant to request copies of his or her transcripts from other schools. The Admissions

Office will assist the applicant in requesting his or her transcripts; however, **it is the responsibility of the applicant to insure that an official copy of each transcript is received in the SCC Admissions Office.**

Although transcripts from colleges, universities, or other post-secondary institutions previously attended by the applicant may reflect no transferable credit toward the applicant's program of study at SCC, the applicant must provide the SCC Admissions Office with an official transcript copy from each institution attended.

3. Applicants seeking admission to associate degree and diploma programs must complete a placement (assessment) test. The test currently in use is the ASSET, which examines an applicant's skill level in writing, reading, and mathematics. The purpose in testing each associate degree and diploma applicant is to assess his or her academic readiness prior to entering a program of study. Results of the test are used in advising applicants in course and program selection. (See Admissions Testing Policy.)

Applicants to allied health programs must complete additional admission requirements. For more information regarding these additional admission requirements, refer to the selected curriculum in the Programs of Study section of this catalog.

ADMISSION TO CERTIFICATE PROGRAMS

1. Certificate programs require the applicant to possess a high school diploma or the equivalent from a regionally accredited school. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma. An applicant to a certificate program must have an official copy of his or her high school transcript (or GED certificate if applicable) sent directly to the Admissions Office at Stanly Community College. A high school certificate of completion is not acceptable for admission to a certificate program.
2. Applicants to certificate programs who plan to receive Veterans' Educational Benefits must submit official transcripts from each post-secondary educational institution attended.

SPECIAL CREDIT ADMISSIONS

The special credit classification is designed for those students who wish to enroll in a curriculum course (or courses) but not pursue a degree, diploma, or certificate. Special credit students must complete and submit an Application for Admission indicating "Special Credit" as their desired program of study. Students classified as special credit need not possess a high school diploma or submit transcripts of any kind. They may, however, be required to complete a placement (assessment) test depending upon the course(s) in which they intend to enroll. Decisions regarding placement testing of special credit students are made on an individual basis by the Vice President of Students or designee.

The special credit classification may be retained indefinitely. If, however, a student classified as special credit appears to be working toward a degree, diploma, or certificate available at Stanly Community College, that student will need to change his or her enrollment classification from that of special credit to a specific program of study. Such change in enrollment status requires the student to complete all applicable admission requirements for the designated program of study.

If a special credit student decides to change his or her classification to that of a degree-, diploma-, or certificate-seeking student, the student must contact the Admissions Office or the Director of Records and Registrar and complete the necessary forms to reflect this change. The student must complete all applicable admission requirements for his or her new program of study.

A special credit student must maintain satisfactory academic progress in order to continue as a student. The guidelines for determining satisfactory progress for special credit students follow that of Associate in Applied Science degree and diploma programs. (See Satisfactory Academic Progress section of this catalog.)

Special credit students may not displace degree-, diploma-, or certificate-seeking students in classes with limited enrollment. Special credit students may be subject to administrative withdrawal and full refund of tuition and fees if class space is needed for degree-seeking students. Special credit students are not entitled to receive Title IV financial aid or veterans' educational benefits. Special credit students are not permitted to enroll in courses with prefixes beginning with NUR, OTA, RCP, or MED. An exception is made for the following MED courses: 121, 122, and 134.

INTERNATIONAL STUDENT ADMISSIONS

Stanly Community College is authorized by the U.S. Immigration and Naturalization Service to admit foreign students who possess valid nonimmigrant documentation. In addition to the requirements listed in Admission Procedures: Curriculum Programs section above, international students must complete the following:

1. Provide evidence of proficiency in the English language. Stanly Community College currently requires that international students take the TOEFL exam (Test Of English as Foreign Language) and achieve a minimum score of 450 (133 on computerized test). Test results must be sent directly to the Admissions Office at SCC.
2. All official transcripts sent to the Admissions Office must have English translations and equivalencies.
3. Submit to Stanly Community College written verification stating that adequate financial resources are available for school and living expenses while enrolled in curriculum classes at the College. Acceptable written verification includes but is not limited to an official bank letter or an Affidavit of Support. (An itemization of expenses for international students is available upon request through the Admissions Office at SCC.)

The applicant is issued a Form I-20 (Certificate of Eligibility) and a letter of acceptance upon satisfactory completion of all admission requirements listed above.

ADMISSION OF HIGH SCHOOL STUDENTS (DUAL ENROLLMENT)

High school students who are at least sixteen years of age may enroll in nondevelopmental curriculum courses at Stanly Community College under the dual enrollment agreement provided the student obtains written permission from the appropriate high school official. Before enrolling in a curriculum class, the high school student must obtain a Dual Enrollment form from the Admissions Office at Stanly Community College or from his or her high school guidance counselor's office. The form must be completed and signed by the high school principal or designee and submitted to the SCC Admissions Office at or before the time the student registers for class(es). Dual enrolled students may not displace adults. They may be admitted any semester on a space-available basis. Students enrolled under the dual enrollment agreement are expected to comply with all academic policies and regulations as set forth in the SCC general catalog.

High school students registered in curriculum classes under the dual enrollment program are exempt from tuition as well as the student activity fee and the technology fee. They are responsible for the purchase of required textbooks and materials. In order to participate in the dual enrollment program, high school students must be concurrently registered for at least two classes at their high school and progressing satisfactorily toward graduation. These students may not enroll in developmental math or English classes.

ENROLLMENT OF HOMESCHOOLED STUDENTS

Homeschooled students may take advantage of the dual enrollment opportunities available to high school students. Homeschooled students who are at least sixteen years of age may enroll in nondevelopmental curriculum classes provided written permission is obtained from the appropriate school official. The school official must verify that the student is concurrently enrolled in high school and is progressing satisfactorily toward graduation. Homeschooled students registered in curriculum classes under the dual enrollment program are exempt from tuition as well as the student activity fee and the technology fee. They are responsible for the purchase of required textbooks and materials.

ADMISSION OF STUDENTS UNDER AGE SIXTEEN

High school students under age sixteen may be permitted to enroll in curriculum classes at SCC under the following special provisions:

1. Huskins Bill—Selected curriculum classes may be offered under the Huskins arrangement enabling any high school student to enroll. Advanced notice and approval are required by the College as well as the North Carolina System of Community Colleges before classes may be offered under the Huskins arrangement.
2. Enrollment of Intellectually Gifted Students—Students who are identified as intellectually gifted may be granted permission to enroll in curriculum classes at SCC regardless of age. The student must provide the College with official results from approved aptitude and achievement tests indicating a score of 92 percent or higher. Any student seeking admission under this special provision must contact SCC's Vice President of Students to obtain approval for enrollment.

BASIC LAW ENFORCEMENT TRAINING ADMISSIONS REQUIREMENTS

Stanly Community College is accredited by the North Carolina Criminal Justice Commission, Criminal Justice Standards Division, to offer the Basic Law Enforcement Training to individuals currently employed with a law enforcement agency or wishing to enter the law enforcement profession. Those seeking admission to the BLET program must meet the following criteria:

1. The applicant must be a citizen of the United States.
2. The applicant must be twenty years of age at the beginning of the course. An applicant who has not reached his or her twentieth birthday but will turn twenty during the presentation of the course may apply to the Criminal Justice Standards Division for early enrollment. Such permission can only be allowed by the Criminal Justice Standards Division.
3. Individuals currently holding full-time status with an agency shall be given priority for admission.
4. The applicant must obtain a sponsorship from a municipal or county law enforcement agency. Sponsorships from private security providers are not accepted.
5. The applicant must have his or her high school or General Educational Development test indicating high school equivalency. High school diplomas obtained through correspondence courses are not acceptable.
6. The applicant must provide the school director with a completed physical examination form provided by the director and authorized by the commission. This form must be completed and the examination performed by a licensed physician, physician's assistance, or nurse practitioner.
7. The applicant must deliver a certified record check both from local and state agencies from all locations from which the applicant has resided since becoming an adult.
8. No applicant will be accepted if he or she has the following criminal convictions:
 - a. Any felony
 - b. A crime for which punishment could have been imprisonment for two years or more
 - c. A crime or unlawful act defined as a class "B" misdemeanor within the period of five years to the date of the scheduled end of the course presentation. The only variance applies to an individual wishing to obtain certification by the North Carolina Sheriff's Standards Division.
 - d. Convictions of four or more crimes defined as class "B" misdemeanors regardless of the date of conviction or four or more crimes defined as class "A" misdemeanors. Enrollment can be allowed if the last conviction date occurred more than two years prior to the beginning of the course.
 - e. Combinations of four or more crimes of Class "A" and Class "B" misdemeanors regardless of the date of conviction. The only variance is to the applicant seeking to obtain certification by the North Carolina Sheriff's Standards Division.

9. The applicant will agree that upon charges filed against him or her regardless of the nature of charge the school director will be notified within thirty days of charge and supply to the director the following:
 - a. Copies of original document stating the full charge and statute number filed.
 - b. Copies of documents indicating status of pending hearings.
 - c. Certified copy of final disposition from the clerk of court the original charge originated within ten days of final disposition.
10. The applicant must agree and sign a written agreement that states that the applicant will immediately be dismissed from the program upon conviction of a criminal offense that would disqualify the applicant from entry into the Basic Law Enforcement Training Program and/or conduct resulting in the original sponsoring agency revoking the sponsorship.

READMISSION

Stanly Community College encourages all former students who left the College in good standing to enroll for additional study. However, readmission after withdrawal is not automatic. Students who have been out one term or longer should contact the Admissions Office so their files can be reactivated. Students who reenter the College after two continuous semester absences must do so under the current operating catalog.

Students requesting readmission to allied health programs should refer to the Programs of Study section of this catalog.

Former students desiring to reenter who were withdrawn for academic or disciplinary reasons must request admission through the Vice President of Students.

ADMISSION APPEALS

The Vice President of Students administers the admission and readmission policies. Individuals who wish to appeal an admission or a readmission decision may request the President of the College to hold a hearing to review such determination.

ADMISSIONS TESTING POLICY

Applicants for associate degree and diploma programs must complete a placement (assessment) test.

The test used by Stanly Community College for placement testing is the ASSET. Test scores determine an applicant's academic readiness relative to the academic requirements of his or her program of study. If the applicant has taken the ASSET at another college, those scores may be transferred to SCC. Appropriate developmental course work is available beginning the first term of enrollment for those applicants whose test score(s) indicate deficiencies. The number of courses in which the applicant is allowed to enroll during the first term of enrollment may be limited if the applicant is required to take more than one developmental course. The decision regarding course enrollment limitations is made on an individual basis by the Vice President of Students or designee.

Applicants presenting placement test scores older than five years will be required to retest unless special circumstances exist that, at the discretion of the Admissions Department, justify waiver.

Prior to taking the ASSET, applicants are encouraged to complete the Practice Placement Test available in the SCC Admissions Office. After completing the Practice Placement Test, an applicant may find it helpful to review some of the test subject matter before attempting the ASSET. Free tutorial services are available through the Student Success Center, which is located in the Patterson Building.

Retesting is not permitted unless (1) it is determined by an admissions official that the first test scores are invalid or (2) an applicant to an allied health program was unsuccessful in achieving the predetermined score required for admission to his or her selected program of study. An allied health applicant will have an opportunity to retest on

the section(s) of the test not passed on the first attempt. Before retesting, an allied health applicant must wait at least three months from his or her initial test date or provide evidence that additional academic preparation has been completed (if required by the SCC Admissions Office) since first attempting the placement test. If a passing grade is not achieved on the retest, an allied health applicant must wait twelve months from the initial test date before attempting the test a third time.

Applicants to the Associate Degree Nursing, Radiography, and Medical Assisting programs may gain immediate acceptance to the program if their placement test results meet or exceed the predetermined scores. For more information refer to the respective medical program under the Programs of Study section of this catalog.

PLACEMENT TEST WAIVER

Applicants who have previously completed college-level English and mathematics courses may be exempt from placement testing. Such exemptions are subject to approval by the Director of Admissions. Applicants who present official SAT and/or ACT results that are no more than five years old may be exempt from placement testing provided the scores are equal to or higher than the following:

Test	Section	Minimum Score	Section of Placement Test Waived
SAT	Verbal	510	Writing, Reading
SAT	Math	510	Numerical, Elementary Algebra
ACT	English	22	Writing
ACT	Reading	22	Reading
ACT	Math	22	Numerical, Elementary Algebra

Applicants who present SAT and/or ACT scores below the minimums stated above must complete the corresponding section(s) of the placement test (ASSET).

PLACEMENT TESTING FOR PERSONS WITH DISABILITIES

Persons with disabilities may request special accommodation for placement testing. Official documentation verifying the disability and the need for special accommodation must be submitted to the Coordinator of Special Services at least sixty days prior to testing. Special accommodations include but are not limited to extended test time, enlarged print test material, and tests on audiotape.

TESTING INTO DEVELOPMENTAL COURSES

It is the intent of the College to assist students in their academic advancement. Individuals taking the ASSET and scoring below entry level in math, reading, and writing will be placed into developmental courses. Developmental courses are designed to prepare students for successful entry into college-level English and math courses. Students who are placed into developmental course(s) must complete all prerequisites before entering curriculum-level English and math courses.

For all developmental studies courses, the pretest is the only option for testing out of the courses indicated by the student's placement test scores. The proficiency examination policy for curriculum level courses does not apply to developmental courses.

To ensure proper placement, it is the policy of the developmental English and math programs to administer a pretest within the first three days of the fall and spring semesters and within the first two days of the summer session. This pretest indicates a student's ability to apply the skills identified in the course syllabus. Students whose pretest scores are passing may advance to the next course in their sequence. The passing pretest score for all developmental English courses is 80 or better; the passing pretest score for all developmental math courses is 78 or better.

When completed, the pretests are forwarded to the English and math developmental studies coordinators. The coordinators forward the names of students who passed the pretests to the Director of Records and Registrar, who will award proficiency credit for the developmental courses. Proficiency credit receives no grade or quality points and will not be used in determining a grade point average.

Credit hours received by testing out of the courses awarded as proficiency exam credit may not be considered when calculating hours to determine the student's enrollment status (full time or part time). Credit earned through pretesting could affect financial aid, veterans' benefits, insurance coverage, or other issues concerning the student's attendance status.

Example 1: A student registers for 18 credit hours and tests out of a 5 credit hour course. The student still remains in attendance with 12 credit hours and is considered full time for both aid and benefits.

Example 2: A student registers for 14 credit hours and tests out of a 5 credit hour course. The student's hours for attendance will be reduced to 9 credit hours for aid and benefits.

The student may choose to maintain the total credit hours needed to receive aid and benefits by registering for another course.

PLACEMENT TESTING FOR ONLINE STUDENTS

Students seeking degrees or diplomas online are required to complete the same admission requirements as those completing programs through traditional methods of instructional delivery. However, students who find it inconvenient to take the placement test on the campus of Stanly Community College may test at another college. Official test scores and placement recommendations should be mailed directly to the SCC Admissions Office from the college where the test was completed.

TUITION—CURRICULUM STUDENTS

Tuition and other charges are set by the North Carolina General Assembly, the North Carolina State Board of Community Colleges, and Stanly Community College's Board of Trustees and are subject to change. While it is the Board's policy to keep all charges as low as possible, nonresident students are required under North Carolina law to pay a higher tuition rate than residents. The student is responsible for complying with regulations concerning declaration of residency.

For tuition purposes, full-time students are those students taking 16 or more credit hours during each semester. There is no additional tuition charge for those hours beyond 16. Part-time students (carrying fewer than 16 credit hours for the specific term) are charged by the credit hour. The following tuition is payable each term:

Tuition Charges

	Tuition Per Semester
Full-time student:	
Resident (16 or more credit hours)	\$ 568.00
Nonresident (16 or more credit hours)	3,152.00
Part-time student:	
Resident (fewer than 16 credit hours)	\$ 35.50*
Nonresident (fewer than 16 credit hours)	197.00*
*per credit hour	

Tuition charges and fees are subject to change without prior notice to students. The College will accept MasterCard and Visa credit cards for payment of tuition and fees.

TUITION EXCEPTION

Senior Citizens—North Carolina residents 65 years of age and older shall be exempt from paying curriculum tuition but are required to pay all other fees.

Dual Enrollment—High school students admitted under the dual enrollment admissions policy shall be exempt from paying curriculum tuition but are required to pay all other fees.

STUDENT FEE—CURRICULUM STUDENTS

All students registered in a curriculum class/program during the fall and spring semesters will be charged student fees as follows:

1-5 credit hours	\$10.00
6-11 credit hours	15.00
12 or more credit hours	19.00

No student fees will be charged during the summer session.

The student fees are distributed equally between the Student Government Association and Student Benefit accounts. The Student Government account is disbursed by the Student Government Association for such things as student activities, socials, conferences, and support of clubs and organizations. The Student Benefit account is administered by the Vice President of Students and is used for the benefit of students in such areas as recreational equipment and supplies, student lounge decorations, transportation for student activities, student publications and awards, and backup support for Student Government activities. Both accounts share equally the cost of providing Student Accident Insurance to every curriculum student paying a student fee.

TECHNOLOGY FEES

A maximum \$16 technology fee will be charged each semester. These fees are subject to change without notice to the student.

CAMPUS PARKING AND SECURITY (CAPS) FEE

All students enrolled in curriculum classes will be charged a Campus Parking and Security (CAPS) fee. Funds collected through this fee will be used to support parking and security for the Albemarle campus and the Crutchfield Education Center. Curriculum students will pay a \$10 CAPS fee in the fall and spring semesters and a \$4 CAPS fee in the summer semester. Students who are enrolled only in online courses will not be assessed the CAPS fee.

RESIDENCE CLASSIFICATION FOR TUITION PURPOSES

Under North Carolina law, a person may qualify as a resident for tuition purposes in North Carolina, thereby being eligible for a tuition rate lower than that for nonresidents. The controlling North Carolina statute (G.S. 116-143.1) requires that "To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least twelve (12) months immediately prior to his or her enrollment in a state maintained institution of higher education." Ownership of property in or payment of taxes to the state of North Carolina does not automatically qualify one for the in-state tuition rate. Failure to provide requested information for residency classification can result in the student's being classified as a nonresident for tuition purposes and disciplinary action. A student who believes that he or she has been erroneously classified shall be permitted to appeal the case in accordance with the procedure outlined by the State Residence Committee.

Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification*, which is available for student inspection in the Student Development Office. Questions related to residency classification should be directed to the Director of Admissions.

STUDENT ACCIDENT INSURANCE

Student accident insurance is provided to all curriculum students paying the student fee. The insurance provides coverage for accidental bodily injuries received while on campus during the hours that classes are in session and while taking part in a school activity, excluding intercollegiate sports, and traveling to or from such an activity in school transportation.

MALPRACTICE LIABILITY INSURANCE FEE

Liability insurance is required of students enrolled in certain programs for protection in the event of a liability claim of a personal or professional nature resulting from the performance of clinical or practicum duties. Programs requiring coverage include all allied health and cosmetology programs. Certain early childhood cooperative education classes also require malpractice liability coverage.

Premiums are payable at the time of registration for the term the student begins clinical practice or practicum. Coverage continues for any additional terms requiring the student to be in clinical practice or practicum to a maximum of twelve calendar months.

BOOKS AND OTHER EXPENSES

It is the student's responsibility to obtain the required textbooks and supplies prior to the first meeting of class. The College maintains a bookstore from which the student may purchase the necessary books and supplies. Normal

operating hours are as follows: Monday through Thursday from 8:30 a.m. to 5 p.m. and Friday from 8:30 a.m. to 3 p.m. During late registration and the first week of classes, Bookstore hours will follow published registration hours with additional evening hours provided.

Costs for books will vary according to the courses and curriculum taken. Students may be permitted to use the same book for more than one term in a few classes. The cost for additional materials, uniforms, equipment, insurance, and supplies will vary depending upon the curriculum. The Bookstore will accept MasterCard and Visa credit cards for payment of books.

GRADUATION FEE

All students are required to participate in graduation commencement exercises. Each student must pay a graduation fee of \$35 when registering for his or her final term. This fee will pay for the cap, gown, diploma, cover, and other graduation costs.

Students may order graduation invitations and personal cards from Herff-Jones. The charge is paid by the student to the company representative.

RETURNED CHECK FEE

A fee of \$25 will be charged for each check that is returned. This fee is applicable to checks returned for "insufficient funds" or for "stop payment."

CURRICULUM TUITION REFUNDS

1. A refund shall not be made except under the following circumstances:
 - a. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the College calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to "make" due to insufficient enrollment.
 - b. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.
 - c. For classes beginning at times other than the first week (seven calendar days) of the semester, a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.
 - d. For contact hours classes, ten calendar days from the first day of classes(es) will be used as the determination date.

Official withdrawal involves completing the proper withdrawal form through the office of the Director of Records and Registrar prior to or on the 10 percent date. Students must request a refund in writing prior to or on the 10 percent date of the semester.
2. To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this section.

CURRICULUM TUITION AND FEES REFUND POLICY FOR ONLINE COURSES

A 100 percent refund will be granted within the first fifteen days of the official student registration date or the official first day of class whichever is later for the fall and spring semesters and eight days for the summer session. The student must request in writing to be withdrawn from the class and to receive a refund of tuition and fees within the first fifteen days from the student's registration date or from the first official day of the class whichever is later for the fall and spring semesters and eight days for the summer session. No refunds will be granted after this period.

Tuition and fees covered by a third party will receive a 100 percent refund if the student does not participate in the class within the first fifteen days of the official student registration date or the official first day of class whichever is later for the fall and spring semesters and eight days for the summer session. The instructor will withdraw or drop the student from the class indicating no participation or never attended on the withdrawal form processed within the fifteen- or eight-day period, whichever is appropriate for the current semester.

PROCEDURES FOR DETERMINING REFUNDS FOR ONLINE CURRICULUM COURSES

Instructors will contact the student two weeks after the student registers or from the first day of class whichever is later if there has been no activity from the student to indicate participation in the class. At this time the instructor will determine the student's intent to continue with the class and inform the student of the refund policy. If the student does not participate in the class within the first fifteen days for the fall and spring semesters and eight days for the summer session, the instructor will withdraw the student from the class and forward the withdrawal form to the Director of Records and Registrar for curriculum courses. Each department will make the determination to grant or deny a refund and forward approved refund requests to the Business Office for processing.

BOOKSTORE RETURN POLICY

The Bookstore will accept for full refund textbook(s) purchased in error under the following conditions:

1. No refunds will be made without the drop/add registration form, cash register receipt, or canceled check.
2. Books must be returned on or before the twentieth class day of the semester.
3. Book refunds will not be issued at the time of return. A check in the amount due will be mailed within fifteen days of the return date.
4. New books must be free of all markings and be considered by Bookstore personnel to be in new and perfect condition. (This does not include books purchased used.)
5. Defective books will be replaced free of charge. These books should be returned as soon as defects are noticed.
6. Books with software and other electronic media cannot be returned if seal is broken (publisher restrictions).
7. No refunds will be made on software if the package has been unwrapped or opened.
8. Books purchased after the twentieth class day of the semester are not eligible for refunds. It is assumed that students who have been established in a course prior to the refund deadline should know which books are needed for class.

Scholarships, Grants, and Work-Study Opportunities

SCHOLARSHIPS, GRANTS, AND WORK-STUDY OPPORTUNITIES

Opportunities for student financial aid are available to every student who can demonstrate financial need or superior academic achievement. Stanly Community College offers a comprehensive program of student financial aid and will make every effort to help students obtain financial assistance. It is the philosophy of the Financial Aid Office to assist students in meeting educational expenses through need-based or merit-based grants, scholarships, and work-study to the maximum extent possible based on eligibility and available funds. Stanly Community College does not discriminate on the basis of sex, race, color, disability, religion, or national or ethnic origin in the administration of its financial aid resources.

All financial aid awarded to students at Stanly Community College is disbursed on a 50 percent basis each semester by crediting the student's account in the Business Office. All continuing students must be making satisfactory progress to be considered for any student financial assistance programs.

Financial Aid and Scholarship Application Process

Every student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for financial aid and scholarships. Assistance with the completion of this application is available in the Financial Aid Office.

- ◆ All students applying for financial aid and/or scholarships must include the FAFSA code for Stanly Community College on the application. This code will allow the federal processor to send Stanly Community College a copy of the student aid report. The FAFSA code for SCC is 011194.
- ◆ This application is available from the Financial Aid Office at Stanly Community College, public libraries, and high school guidance offices or online at www.fafsa.ed.gov.
- ◆ The FAFSA should be completed as soon after January 1 as possible. Certain types of financial aid have deadlines during the early spring, and the FAFSA must be completed prior to these deadlines to be considered. Please complete the FAFSA with completed U.S. income tax return information.
- ◆ A copy of the student's federal income tax return (with the parent's return, if applicable) should be forwarded to Stanly Community College. Other documents may also be requested to validate the FAFSA information.
- ◆ Students wishing to apply for scholarships must complete a separate application. Scholarship applications are accepted from January 1 to April 15 each year.

SCHOLARSHIP PROGRAMS

- ◆ **Stanly Community College Presidential Scholarship**
This scholarship is awarded to a senior from each of the four high schools in Stanly County. Applicants must have applied to Stanly Community College and plan to pursue their education in one of the College's programs of study. Applicants must have a "B" or higher average in high school courses. Selection of a recipient is based upon the applicant's academic achievement, potential, and career objectives.
- ◆ **Katherine Sikes Crutchfield Scholarship**
The Katherine Sikes Crutchfield Scholarship will provide twenty annual scholarships to prospective female students at Stanly Community College. Priority will be given to Stanly County residents in Associate in Arts, Associate in Science, and Associate in Applied Science degrees. Applicants must complete the SCC scholarship application and provide any additional information requested for specific scholarships.
- ◆ **Stanly Heritage Endowed Scholarship Program**
Scholarships will be offered through the SCC Foundation to curriculum students. Applicants must complete the SCC scholarship application and provide any additional information requested for specific scholarships.

Students receiving the Heritage awards must maintain a "C" or higher GPA. They are eligible for the same award during their second year provided they continue to meet established criteria and complete the second year application process.

The following scholarships will be awarded through the Stanly Heritage Endowed Scholarship Program:

William C. Cannon, Sr.
Edward J. Snyder, Jr.
Dr. H. T. "Toby" Webb, Jr.
Annie Ruth Kelley
*Professor E. F. Eddins
Vernie Scarborough Eddins Moore
George E. Eddins, Sr.
Daisy Outlaw Eddins
Frank Neville Patterson, Jr.
James W. Morgan
Wal-Mart/Stnly Community College Alumni
Elizabeth Catherine Matt Eddins
Margaret Ellen Patterson Thompson and Mary Louise Patterson
Josephine Beaver Morgan
Henry E. Farmer, Sr., and Joyce H. Farmer
Clyde Almond-Benton Farmer/Stnly Fixtures, Inc.
Elizabeth Lake Inman
Bertie Snuggs Patterson
Faith Anne Carroll Morgan
Damon F. Smith
Silas P. Dennis
Bob G. Furr
Russell Edwin Sigmon and Maggie Whitener Sigmon
Dr. George E. Eddins, Jr.
SCC Faculty and Staff
Ed, Les, Brown, and Jim Bivens
Sandra Suzanne Hartsell
Miller James Hartsell
Charlie E. Richardson
Fannie Stewart Richardson
Charles B. Richardson
Herring Family
J. Theodore Ford
Novella Efird Dennis
Elbert L. Whitley, Jr.
Elizabeth Ann Eddins Laughridge
George E. Eddins, III
Chuck McManus
Barbara Eddins Little
Dr. Michael R. Taylor
Dr. Francis W. Green
Robert W. Odom and daughter Eloise B. Odom

**Two endowed scholarships have been given.*

♦ **Stanly Community College Foundation**

The SCC Foundation offers scholarships to students enrolled (full or part time, day or evening) in a curriculum program. The number of awards each year will depend on the amount of funds available through the Stanly Community College Foundation.

♦ **Wayne Oakes/Stany County Managers' Association Scholarship**

Wayne Oakes/Stany County Managers' Association Scholarship provides a scholarship to a student in the business or technical education programs. Applicants must be U.S. citizens, have completed a minimum of 12 credit hours, and have a minimum 3.0 grade point average.

♦ **John A. Lepp Scholarship**

This scholarship is offered to a student who has enrolled in an allied health program.

♦ **Bear Insurance Service, Inc., Scholarship**

This scholarship is available to a Stanly County resident who has enrolled in one of the following curricula: Accounting, Business Administration, Information Systems, Associate in Arts, or Associate in Science.

♦ **Wachovia Bank NA Scholarship**

Wachovia Bank offers scholarships to second-year students in Associate in Applied Science degree programs of study. Selection interviews are required.

♦ **First Bank Scholarship**

Eligible students must be in a two-year associate degree program, must have a "C" or higher GPA, and must be a Stanly County resident.

♦ **Bank of Stanly Scholarship**

A scholarship covering tuition and fees for two semesters is awarded to a full-time student from Stanly County in one of the following curricula: Accounting, Business Administration, Information Systems, Associate in Arts, or Associate in Science.

♦ **First Citizens Bank Scholarship**

Applicants must be Stanly County residents enrolled full time in an associate degree program and must maintain a "C" or higher GPA.

♦ **Home Savings Bank Endowed Scholarship**

Applicants must be Stanly County residents enrolled full time in one of the following curricula: Associate in Applied Science in Accounting, Business Administration, Information Systems, or Allied Health or an Associate in Arts or Associate in Science.

♦ **Nurse Education Scholarship/Loan Program**

The North Carolina State Education Assistance Authority offers a Nurse Scholarship/Loan Program. To be eligible the student must be accepted into the Associate Degree Nursing program, be a North Carolina resident, and agree to work in North Carolina upon graduation. This program requires a special application and paperwork. These scholarships/loans will depend on availability of funds from the state. The student will be notified of any additional information needed to qualify for the funds by the Financial Aid Office.

♦ **Michelin Aircraft Tire Scholarship**

Applicants must be enrolled in the Electronics Engineering Technology program as full-time students. Priority will be given to dependents of Michelin Aircraft Tire employees who meet all requirements. Applicant must show a demonstrated financial need.

♦ **Peanut Butter and Jelly Club Scholarship**

This scholarship is awarded to residents in the East Albemarle Amhurst area where the Peanut Butter and Jelly Club originated. Applicants must be enrolled in a curriculum program and must maintain a "C" or higher GPA.

- ◆ **Aaron Efird Scholarship**
Applicants must be enrolled as part-time students in a two-year program of study. Applicants must be residents of Stanly County and show demonstrated financial need.
- ◆ **Emily Carter Scholarship**
Applicants must be enrolled as a second-year Respiratory Therapy student.
- ◆ **Almond Family Scholarship**
Applicants must be enrolled full time in one of the following curricula: Accounting, Business Administration, Allied Health, Associate in Arts, Associate in Science, or Information Systems.
- ◆ **Heritage Book Review Scholarship**
Applicants must be Stanly County residents and be enrolled full time in one of the following curricula: Accounting, Business Administration, Allied Health, Associate in Arts, Associate in Science, or Information Systems.
- ◆ **Albemarle-Stanly County Home Builders Association**
Applicants must be enrolled in a curriculum associated with the building trades.

FEDERAL FINANCIAL AID PROGRAMS

- ◆ **Federal Pell Grant Program**
The Federal Pell Grant program is designed to provide financial assistance to eligible applicants who attend post-secondary educational institutions at the undergraduate level and who have not yet earned a bachelor's degree from any institution. Pell Grant amounts vary according to the regulations of the U.S. Department of Education.
- ◆ **Federal Supplemental Educational Opportunity Grant (FSEOG)**
FSEOG makes additional funds available to students with exceptional need. This grant is usually combined with other forms of aid and is also nonrepayable.
- ◆ **Federal Work-Study (FWS)**
The Federal Work-Study program provides part-time employment for students who have financial need and who desire to earn part of their educational expenses. The federal government provides funds to educational institutions, which in turn provide jobs for a limited number of students. At SCC, students work in a variety of offices and departments with their work schedules adapting to their academic schedules. Students may work up to 20 hours per week while enrolled. Eligibility is determined by financial need, job skills, and positions available. For further information contact the Financial Aid Office.

NORTH CAROLINA FINANCIAL AID PROGRAMS

- ◆ **North Carolina Student Incentive Grant Program (NCSIG)**
Students applying for financial aid automatically make application for this grant. (The grants are awarded by the College Foundation, Inc., Raleigh, North Carolina.) A recipient must be a legal resident of North Carolina and accepted into an eligible program as a full-time student. Applicants must apply for financial aid by March 15 of the academic year preceding enrollment to be considered.
- ◆ **North Carolina Community College Grant**
The North Carolina Community College Grant is a need-based grant established by the North Carolina Legislature to provide funds to help meet the educational costs of attending a community college. Students must complete the Free Application for Federal Student Aid (FAFSA) each year by the published deadlines. These deadlines are set each year and may be obtained from the Financial Aid Office.

Qualifying students must be residents of North Carolina enrolled at least half-time as undergraduate students in an eligible curriculum program. Students must meet the satisfactory academic progress requirements and the Pell Grant eligibility requirements.

Annual amounts for a full-time student will vary based on the student's established need and enrollment status. Awards will be prorated for students with less than full-time status.

OTHER FINANCIAL AID PROGRAMS

♦ North Carolina Department of Community Colleges Child Care Grant Program

Child care can be paid for a limited number of children. Priority is given to single parents or displaced homemakers. Applicants must be enrolled full time in an eligible program of study and must complete the Free Application for Federal Student Aid (FAFSA).

♦ Stanly Community College Emergency Fund

Limited funds are available to assist regularly enrolled students with nonacademic financial emergencies. Further information about the emergency fund may be obtained from the Coordinator of Special Services located in Student Development.

♦ North Carolina Community College Loan Program

Funds are available through the North Carolina Community College Loan Program for short-term, interest-free loans to assist with tuition and books. Applicants must be returning students with at least a 2.00 GPA. Loans are limited to \$200 and must be repaid within 60 days. Students may apply for this loan in the Financial Aid Office.

♦ Targeted Assistance Program

The Targeted Assistance Program provides financial assistance for students enrolled in low enrollment/high demand programs. Preference will be given to students in those programs that are not eligible for Title IV funds. Students must complete the Free Application for Federal Student Aid and must meet Pell eligibility requirements.

♦ Less Than One-Half Time Enrolled Program

The Less Than One-Half Time Enrolled program is designed to assist curriculum students who are Pell eligible and who are enrolled less than six credit hours. Priority will be given to students with EFCs between 801 and 4000.

PRIVATE LOANS

Private loans are available from outside lenders to supplement the student's financial aid package. These loans are available for full-time and part-time students. Applicants must meet credit approval criteria for the amount and terms of the loan. For further information please contact the Financial Aid Office. Brochures are available from lenders who offer these loans.

VETERANS' EDUCATIONAL BENEFITS

Stanly Community College programs of study are approved by the North Carolina State Approving Agency for the enrollment of persons who are eligible for veterans' educational benefits. The Coordinator of Financial Aid and Veterans Affairs assists all persons who have questions concerning eligibility for veterans' educational benefits.

All students receiving VA educational benefits must be **fully accepted** into a curriculum program and must pursue the exact curriculum listed in the College catalog. Certified transcripts of high school and college credits are required before students can be fully accepted into their programs and certified to receive VA benefits. All veterans and eligible dependents must maintain a cumulative grade point average based on the academic standards listed in

the College catalog. Veteran students who do not maintain satisfactory progress will not be certified for VA educational benefits.

HOPE SCHOLARSHIP CREDIT

A student or a student's parents may be able to claim a Hope Credit for any qualified tuition and related expenses. The amount of the Hope Credit is 100 percent of the first \$1,000 plus 50 percent of the next \$1,000 that the student or the student's parents pay for qualified tuition and related expenses. The Hope Scholarship Credit may be claimed for only two taxable years for each eligible student. Eligibility requirements are as follows:

- ◆ The student must be enrolled in one of the first two years of post-secondary education, which is usually the freshman or sophomore year.
- ◆ The student must be enrolled in a program that leads to a degree, certificate, or other recognized educational credential.
- ◆ The student must be attending school at least half-time in a course of study for at least one academic period beginning during the calendar year.
- ◆ The student must be free of any felony conviction for possessing or distributing a controlled substance.

Additional information about the Hope Scholarship Credit is available from IRS Publication 970, *Tax Benefits for Higher Education*.

LIFETIME LEARNING TAX CREDIT

A student or the student's parents could receive a 20 percent tax credit for the first \$5,000 of tuition and fees paid out of pocket for any qualified tuition and related expenses for all eligible students in the family. This credit is based on a per family basis, not a per student basis.

Either the parent or the student, but not both, may claim the credit for the student's expenses in a given year. Unlike the Hope Scholarship Credit, the Lifetime Learning Tax Credit does not require students to be in their first two years of study and does not require at least half-time enrollment.

Additional information about the Lifetime Learning Tax Credit is available from IRS Publication 970, *Tax Benefits for Higher Education*.

SATISFACTORY ACADEMIC PROGRESS STANDARDS TO MAINTAIN FINANCIAL AID ELIGIBILITY

Federal regulations require that students receiving financial aid must maintain satisfactory academic progress and satisfactory progress toward program completion. The following standards apply to students receiving federal, state, or institutional financial aid funds:

Satisfactory Academic Progress Standard

All financial aid recipients must maintain a 2.00 cumulative grade point average. If a student's cumulative grade point average falls below a 2.00 GPA, the student will be placed on financial and academic probation and will be notified in writing by the Financial Aid Office. The student then has a probationary period of enrollment (the next semester the student is enrolled) to achieve a 2.00 cumulative GPA for total credit hours attempted. If at the end of the probationary period a cumulative 2.00 cumulative grade point average is not achieved, the student will no longer be eligible for financial aid. The student may regain financial aid eligibility by improving the GPA to 2.00.

Maximum Time Frame Standard

Students are required to complete their programs within 150 percent of the program length. For example, the Computer Engineering Technology program is 70 hours in length; a financial aid recipient enrolled in CET may

take up to 105 hours (150 percent of 70) to complete the program. All hours attempted at SCC, regardless of when they were attempted, are counted toward this maximum time frame for program completion. Financial aid recipients who exceed the 150 percent maximum time frame standard will no longer be eligible for financial aid.

Financial aid recipients must complete at least 67 percent of all hours attempted each semester. If a financial aid recipient falls below the 67 percent completion rate, the student will be placed on program completion probation and will be notified in writing by the Financial Aid Office. The student has a probationary period of enrollment (the next semester the student is enrolled) to achieve a cumulative 67 percent completion rate. If at the end of the probationary period the 67 percent completion rate is not achieved, the student will no longer be eligible for financial aid. The student may regain eligibility for financial aid once the student has achieved at least a 67 percent completion rate.

Reinstatement of Financial Aid Eligibility

Students will regain eligibility for financial aid the semester following the semester in which the satisfactory academic progress or satisfactory program completion standard is met.

Appeal Process

Students may appeal their loss of financial aid. The student should submit a written statement explaining any circumstances that may have rendered the student unable to meet the standards. Along with the statement, the student may attach any documentation that supports the appeal. The written statement must be filed with the Coordinator of Financial Aid and Veterans Affairs and may be delivered in person or by mail. All appeals must be received before the first class day of the next semester. Appeals received after that day cannot be considered. The Vice President of Students will consider the appeal and reach a decision before the end of the drop/add period. The Vice President's decision will be final.

RETURN OF TITLE IV FUNDS POLICY

Students who withdraw from all classes prior to completing more than 60 percent of the semester will have their eligibility for aid recalculated and may be required to repay a portion of any federal financial aid funds received for that semester. This policy applies to all students who withdraw, drop out, or are expelled from SCC and who have received Title IV funds (federal financial aid). Title IV aid is earned on a per diem basis up to and including the 60 percent point of the semester. Financial aid recipients enrolled after the 60 percent point of the semester are deemed to have earned 100 percent of federal financial aid awarded.

Any institutional refunds to which the student may be entitled, such as tuition and fees, will be calculated according to the state refund policy found in this catalog. Refunds and adjusted bills will be sent to the student's address of record. Students are responsible for paying any portion of the charges that are outstanding after Title IV funds are returned.

Academic Regulations

SEMESTER SYSTEM

Stanly Community College operates on the semester system, the primary academic calendar of all institutions in the North Carolina Community College System. The fall and spring semesters are approximately sixteen weeks in length; the summer session is nine weeks in length. Classes normally meet for fifty minutes during the day with ten minutes between classes. Consult the semester course schedule for meeting times of classes offered.

CREDIT HOURS

Semester hours are awarded as follows: one semester hour of credit for each hour per week of class lecture, one semester hour of credit for each two or three hours per week of laboratory, one semester hour of credit for each ten hours per week of cooperative work experience, and one semester hour of credit for each three hours per week of clinical.

DEFINITIONS OF CONTACT AND CREDIT HOURS

Contact hours: actual amount of time (clock hours) spent in class, shop, or lab for each course.

Credit hours: academic credit awarded and used for tuition and graduation purposes.

STUDENT CLASSIFICATION FOR FINANCIAL AID, VA, AND INSURANCE

Full-time student: a student enrolled with 12 or more semester hours of credit.

Part-time student: a student enrolled with fewer than 12 semester hours of credit.

Freshman: a student who has completed one-half or fewer of the credit hours in his or her program.

Sophomore: a student who has completed more than one-half of the credit hours in his or her program.

STUDENTS WITH DISABILITIES

Credit hours for full-time classification for insurance purposes will be based upon the student's documented needs in consultation with the Disabilities Services Offices, Vice President of Students, and the student.

CATALOG OF RECORD

The catalog that is current when the student enrolls in the College is the catalog of record. A student may graduate under the provisions of his or her catalog of record or a subsequent issue upon completing a Request for Transfer to Revised Curriculum Outline form, which is available through the office of the Director of Records and Registrar. A student missing two contiguous semesters of attendance must graduate under the provisions of the catalog in effect on his or her last reentry date or a subsequent issue.

A student who changes his or her program of study will come under the provisions of the catalog in effect at the time of the change or a subsequent issue.

ACADEMIC ADVISORS AND ADVISING

Upon receiving a student's application, the Admissions Office will send a letter to acknowledge receipt of the application and to inform the student of his or her assigned academic advisor, which is based upon the student's program of study. The advisor is usually the program head of the student's chosen program. An advisee's progress will be monitored by the advisor; therefore, each student should seek the advice of the assigned advisor when questions arise regarding his or her program of study or requirements for program completion. The student is

encouraged to make an appointment to confer with his or her advisor during the faculty member's office hours each term.

It is the student's responsibility to contact his or her advisor, ask questions about classes, parking, tutoring, grades, job market, etc., and work with the advisor in setting educational and career goals and planning schedules.

Advisors will make every effort to provide effective guidance to each assigned student in academic matters and to make a referral if the student needs assistance in other matters.

Special credit students are not assigned academic advisors. The Student Development Office personnel and appropriate faculty will assist students in course(s) and program selection prior to registration and during the semester.

The final responsibility for meeting all academic degree requirements as well as institution requirements ultimately rests with the student.

NEW STUDENT ORIENTATION

All new curriculum students are encouraged to attend and participate in orientation, which takes place in the fall semester of each year. Students will become familiar with campus regulations and policies governing student behavior, various departments on campus, academic information, grade distribution, program changes, and clubs and organizations for student participation. Students attending orientation will be allowed to take part in early registration.

REGISTRATION

♦ New Students

Applicants will be notified of dates of registration. Registration dates are published in the Academic Calendar and semester schedules. At registration students will meet with their advisors to select courses appropriate to their curricula, pay fees, and purchase books. Students are considered registered upon completion of registration materials and payment of fees.

♦ Continuing Students

For registration purposes continuing students are defined as those students who are currently enrolled. All continuing students are strongly urged to register for the following semester during the preregistration period. This will help the student get the courses in his or her program needed for graduation purposes. Each student should (1) schedule a meeting with his or her advisor and complete a Student Registration form, (2) submit the Student Registration form to the Student Development Office for entry into the computer, and (3) complete the process by paying tuition and fees.

Students who do not pay fees during the preregistration period will have the registration deleted and will have to register on registration day.

♦ Reentry Students

Reentry students are those students who have attended the institution previously but not during the preceding semester. For registration purposes, reentry students will be required to register on registration day as published in the Academic Calendar and the semester schedule.

SPECIAL CREDIT STUDENTS

Special credit students are defined as students who wish to enroll in a curriculum course(s) but not pursue a degree, diploma, or certificate. Special credit students are not assigned academic advisors. For registration purposes

special credit students may register on registration day as published in the Academic Calendar and semester schedules. Program advisors will assist students in selecting course(s) on registration day.

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

The Director of Records and Registrar will review post-secondary transcripts of applicants for admission with advanced standing once an applicant is fully accepted. Transfer credit will not be granted for course work that is more than five years old. Students who wish to receive consideration for transfer credit for course work over five years old may file an appeal with the Director of Records and Registrar. The Director's decision will be final. Transfer credit may be allowed for courses in which a student has earned a grade of "C" or higher. **The College will accept transfer credits only from regionally accredited institutions or internationally accredited foreign colleges. Transcripts from foreign colleges must have English translations and equivalencies to receive transfer credit at SCC.**

Institutional accrediting bodies include the following:

Middle States Association of Colleges and Schools (MSA)

The Northwest Association of Schools and Colleges (NASC)

North Central Association of Colleges and Schools (NCA)

New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education (NEASC-CIHE)

New England Association of Schools and Colleges, Inc./Commission on Technical and Career Institutions (NEASC-CTCI)

Southern Association of Colleges and Schools/Commission on Colleges (SACS-CC)

Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC-Jr.)

Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities (WASC-Sr.)

Courses accepted for transfer credit must parallel course offerings at Stanly Community College as determined by the Director of Records and Registrar. The Director may request assistance from the appropriate associate dean or program head in determining similarity of course content.

A student who desires receipt of transfer credit must have an official transcript and in some cases a college catalog sent to Stanly Community College by the institution that originally granted the credit. A transfer student may not be required to take the ASSET placement test.

Transfer students must complete at SCC a minimum of one-fourth of the credits required for a degree, diploma, or certificate.

Quarter courses will be evaluated on an individual basis as to whether they will be transferred into the semester system.

TRANSFER OF CREDIT BETWEEN PROGRAMS

Credit attempted and earned in a previous degree program may be credited toward any new program upon evaluation by the Director of Records and Registrar. Students changing from a diploma or certificate program to an associate degree program may request credit by examination in situations in which prior work or educational experience is indicated.

TRANSFER OF CREDIT FOR CONTINUING EDUCATION UNITS

Courses granting Continuing Education Units (CEUs) will not be accepted as transfer credit in curriculum programs. Students may request a proficiency examination if they believe they are proficient in a subject where CEUs were granted. See the Proficiency Examination section of this catalog.

CLEP CREDIT

Stanly Community College awards credit to students who have passed certain College Board’s College-Level Examination Program (CLEP) examinations at an acceptable level. These tests may be taken prior to enrollment or after a student has actually begun studies at the College. The following table outlines the credit acceptance and course equivalency:

CLEP Examination	Minimum Score	Course Equivalent
Business		
Principles of Accounting	47	ACC 120—Principles of Financial Accounting I
Principles of Management	46	BUS 137—Principles of Management
Composition and Literature		
Freshman College Composition	45 (450)	ENG 111—Expository Writing
Information Systems		
Information Systems/Computer Applications	45	CIS 110—Introduction to Computers CIS 115—Introduction to Programming and Logic
Mathematics		
College Algebra	46	MAT 161—College Algebra
Trigonometry	50	MAT 162—College Trigonometry
Social Science		
Introduction to Psychology	47	PSY 150—General Psychology
Introduction to Sociology	47	SOC 210—Introduction to Sociology

ADVANCED PLACEMENT (AP) CREDIT

The College Entrance Examination Board (CEEB) sponsors an advanced placement program that enables high school students to complete college-level courses while still in high school. The CEEB examinations are offered in the high school by the Educational Testing Service (ETS).

Stanly Community College will grant credit for the Advanced Placement tests conducted by the CEEB. Successful completion of the exam (score of 3 or higher) is required for awarding credit. Students desiring credit must have their scores submitted to the Director of Records and Registrar for evaluation.

INDEPENDENT STUDY CLASSES

Classes not offered on the regular schedule but required for graduation may be offered as independent study classes. An independent study class cannot be granted for a class with a lab or clinic without permission of the appropriate divisional associate dean. If the student can attend the regularly scheduled lab or clinic but not the lecture portion of the class, then an independent study could be granted. Students are strongly encouraged to limit their requests for this type of instruction. Independent study classes must be approved by the advisor, program head, and associate dean. Part-time instructors cannot initiate independent courses unless approved by the appropriate associate dean.

The following restriction will apply:

A student must hold a 2.50 GPA before attempting to enroll in an independent study class.

TECH PREP CURRICULA/ADVANCED PLACEMENT FOR EARNED HIGH SCHOOL CREDITS

In an effort to retain students and prevent duplication of instruction, the high schools in Stanly County along with Stanly Community College have designed a local College Tech Prep Articulation Agreement. In addition to the local agreement, Stanly Community College has accepted the statewide North Carolina High School to Community College Articulation Agreement, which allows high school students to earn credit for numerous courses at community colleges. The high school student needs to notify SCC about any college tech prep courses in which a B or higher was earned and a raw score of 80 or higher was received on the VoCATS.

For advanced placement procedures and a complete list of high school courses and their SCC equivalents, contact an area high school counselor or the Director of Records and Registrar at SCC.

QUICKSTART, CAREER START, NOVELL NETWORKING, AND HVAC

QUICKStart, Career Start, Novell Networking, and HVAC programs are collaborative efforts between Stanly County Schools and Stanly Community College.

Through QUICKStart, eligible high school students can complete a portion of their freshman year before they ever enroll in college. SCC offers a variety of social science, humanities, math, and science electives that will fulfill general education requirements of universities in the University of North Carolina System and those of most private institutions as well. High school students may take QUICKStart classes tuition free. The classes are scheduled during the first and last periods of the high school day.

The Career Start program is designed for high school seniors who wish to complete a portion of an Associate in Applied Science degree while still enrolled in high school. Students may also complete selected College certificates in the Career Start program. Courses are offered during the first and last periods of the high school day. All classes will meet Associate in Applied Science degree requirements at SCC and other community colleges in North Carolina. Career Start courses are tuition free for high school students.

The Novell Networking program offers an opportunity for high school seniors to participate in Novell-authorized training that leads to the CNA (Certified Novell Administrator) certification.

SCC offers a workforce development education program that teaches skills needed to work in the heating, ventilation, and air-conditioning (HVAC) industry. The program consists of three curriculum courses using the National Center for Construction Education and Research (NCCER) standardized training process. Both college and high school credit are earned under this program.

Additional information about the QUICKStart, Career Start, Novell Networking, and HVAC may be obtained by contacting high school guidance counselors or the SCC Admissions Office.

CLASS ATTENDANCE

Class attendance is an integral part of the learning process, and each student is expected to attend all classes for which he or she is registered. Absences do not relieve the student's responsibility for meeting the requirements of the class. Students may be withdrawn by the instructor if class requirements are not being met. Any student missing two consecutive weeks after the first day of classes without permission of the instructor will be withdrawn. Immediately following the first week of loss of contact with a student, the instructor will determine the student's intent to continue or refer the student's name to Student Development for assistance in making this determination. After loss of contact with the student, the instructor will withdraw the student from the class.

Students auditing classes must adhere to the same attendance policy as other students.

WITHDRAWING, ADDING, OR DROPPING COURSES

Courses may be added or changed only during the first three class days of the semester (first two class days of the summer session) as published in the Academic Calendar. The following procedure must be followed to make a change in registration:

1. Obtain a Drop/Add form from the Records Office and fill out the form completely.
2. Have the academic advisor approve the change by signing the Drop/Add form.
3. Submit the properly signed Drop/Add form to the Records Office for processing.
4. Fulfill any financial obligations through the Business Office.

After the first three days of classes, a student withdrawing from a course is responsible for initiating a course withdrawal through the Records Office. An advisor's signature must be on the withdrawal form before the student will be withdrawn from a class. Evening students must have an instructor's signature for withdrawal.

The instructor must initiate a withdrawal through the Records Office if a student does not attend a course or has two consecutive weeks of absences without permission of the instructor. By the conclusion of the second week of the term, any student who has not attended classes shall be dropped by the instructor.

A student withdrawing or dropping a course after the add period and through the fourteenth week of the term (seventh week of the summer session) as published in the Academic Calendar will be assigned a grade of "NA" (Never Attended) or "W" (Withdrawn) by the Records Office. The grade will not be computed in the student's grade point average.

Students will not be allowed to withdraw from a course during the last two weeks of the term. Instructors who initiate drops during the last two weeks of the term must assign a grade to the student from the grading system as published in this catalog.

PROFICIENCY EXAMINATION (ADVANCED PLACEMENT)

Applicants who have reason to believe they are proficient in a subject and wish to request credit by examination must do so during the first five days of class. The examination may be written, oral, performance, or all of these and must be scheduled during the first five days of the semester at any time mutually convenient to the examining instructor and the student. The academic standards for credit by examination will be commensurate with the academic standards for the course; the proficiency exam may be similar to the final exam given in the regularly scheduled course. Students failing such an examination may not request a second examination. No credit by examination will be allowed if the student has previously taken the course for credit and is attempting to raise the course grade. Decision of the examining instructor is final.

Credits earned by examination (maximum of five courses) will be entered on the student's permanent record, but quality points will not be awarded for such credit. Hours earned through proficiency examination may not be considered when calculating hours to determine the student's enrollment status (full time or part time).

Example 1: A student registers for 18 credit hours and proficiencies out of a 6 credit hour course. The student still remains in attendance with 12 credit hours and is considered full time for both aid and benefits.

Example 2: A student registers for a proficiency examination and fails the examination. The student must be in attendance and pay for the course.

Procedures for credit by examination are as follows:

1. The student must request of the course instructor to take a proficiency examination during the first five days of class.
2. The instructor evaluates the request to determine
 - a. if a need for a proficiency exists.
 - b. if the student has demonstrated, or there is evidence, that he or she possesses skills commensurate with the request.
3. The instructor must verify the student's enrollment in the course prior to administering the exam.
4. The program head must recommend the student to take the proficiency, and the associate dean must approve the request.
5. Upon administration of the proficiency exam, the student will be notified within two class days if he or she passed. (Normally, only full-time instructors may give proficiency exams. Part-time instructors may not give proficiency exams unless approval by the Vice President of Instruction is granted.)
6. The instructor will take the exam results to the Director of Records and Registrar, who will award the appropriate credit earned.
7. Credit earned by proficiency exam will be entered on the student's transcript as credit hours passed. No grade or quality point value will be assigned. Proficiency exam credit will not be used in determining grade point average.

The following persons will not be permitted to take proficiency examinations:

1. Persons who have taken the proficiency exam previously
2. Persons who were enrolled in the course and failed the course
3. Persons requesting the examinations after the allotted five-day time period

COURSE AUDITING

Students who wish to audit courses shall be admitted on a space-available basis and shall not displace a credit-seeking student. No credit is awarded, and no examinations are required. A grade of "AU" is recorded to indicate audit. Attendance and participation in class is encouraged. Students must register officially and pay regular tuition. Students may not change from audit status or to audit status after the first week of classes without permission of the instructor. Students receiving financial aid, veterans' benefits, and/or other federally funded program benefits may not change to audit status after the third day of class. Courses with the prefix of NUR, OTA, RCP, or MED may not be audited without the permission of the program head and/or the associate dean.

COURSE REPEAT

Students may repeat classes in which they have earned a grade below a "C." The second grade will be substituted in computing the cumulative GPA, the hours, and the quality points for the course. The second grade will count whether it is an "F" or higher. The first grade will be recorded on the student's transcript.

Students may not repeat a class more than three times for credit or as an "audit" student.

Each student may exercise a one-time only option of repeating for credit a course in which a grade of "C" or higher has been earned. The Records Office will indicate in the student's folder when this option is exercised.

Students receiving financial aid and/or veterans' benefits may not repeat courses in which the grade earned was "D" or higher.

COURSE PREREQUISITES

Students must comply with regulations stipulating that courses may not be taken until all prerequisites have been met. There are occasions when exceptions to this regulation may be deemed desirable and appropriate, but the instructor must approve such exceptions.

COURSE COREQUISITES

A corequisite class is a class that must be taken simultaneously with another class. If a student withdraws from a corequisite class, the student will automatically be withdrawn from the class requiring the corequisite.

COURSE SUBSTITUTION

A student may request to substitute a course required in his or her program of study based on particular occupational goals. Action upon such substitutions must be initiated by the student's academic advisor/program head, who will forward the Request for Course Substitution form to the associate dean.

A substitution must be in the same area of study or should be appropriate in meeting the requirements of the curriculum standards. Notification of approval of course substitutions must be submitted to the Director of Records and Registrar.

CHANGE IN CURRICULUM PROGRAM

A student who decides to change his or her program of study should discuss the program change with his or her academic advisor. The student must complete a Request for Change in Curriculum Program form and the IDEAS interest inventory instrument. Both are available in the Student Development Office in the Patterson Building.

Upon submission of the completed Request for Change in Curriculum Program form and the IDEAS assessment instrument, the student will be scheduled for a counseling session with the Coordinator of Special Services or the Career Development Counselor. The counselor will determine the student's readiness to enroll in another curriculum. If approved, the counselor will facilitate the program change and refer the student to an advisor in the new program. The student must meet all admissions requirements for the program he or she is requesting to enter.

The student and the Coordinator of Special Services will sign the Request for Change of Program form. A copy of the Request for Change of Program form will be forwarded to the Admissions Department, the Director of Records and Registrar, the advisor of the old curriculum, and the advisor of the new curriculum.

Credits and grades in the previous program(s) that are applied to the new program will be carried forward including the quality points earned in the courses. Courses applied to the new program in which no quality points were earned will be carried forward as hours attempted.

GRADING SYSTEM

The following alphabetical system is used for reporting and recording all grades:

A	Excellent	4 quality points per credit hour
B	Good	3 quality points per credit hour
C	Average	2 quality points per credit hour
D	Passed	1 quality point per credit hour
F	Failure	0 quality points per credit hour (must repeat course)
I	Incomplete	Will carry hours attempted and will be computed in GPA. Must be removed by the end of the eighth week of the next term (end of seventh week for the summer session) or the grade will be changed to an "F."
NA	Never Attended	Hours are not included in determining GPA
W	Withdrawal	Hours are not included in determining GPA
AU	Audited	Hours are not included in determining GPA
S	Satisfactory	Hours are not included in determining GPA
U	Unsatisfactory	0 quality points per credit hour
P	Credit received by passing a proficiency exam	Hours are not included in determining GPA
AP	Advance Placement	Hours are not included in determining GPA
EX	Exempt	Hours are not included in determining GPA
TC	Transfer Credit	Hours are not included in determining GPA

SCHOLASTIC STANDARDS

The minimum grade point average for graduation is 2.0 or a grade average of "C." Quality point averages are determined by dividing the total number of quality points by the number of credit hours attempted. If a course is repeated, the last grade will be used in computing the student's hour-quality point ratio. A ratio of 2.0 indicates that the student has an average of "C"; above 2.0 indicates an average above "C"; below 2.0 indicates an average below "C." The following grades yield no quality points: "I," "P," "S," "U," "AU," "NA," "W," "F," "AP," "EX," and "TC."

COMPUTATION OF GRADE POINT AVERAGE

Terms:

Q.P. (Quality Points): Points earned for final class grades. Each letter grade represents so many earned points: "A" = 4 Q.P.s, "B" = 3 Q.P.s, "C" = 2 Q.P.s, "D" = 1 Q.P., and "F" = 0 Q.P.s.

G.P.A. (Grade Point Average): Obtained by multiplying the earned Q.P.s by the number of credit hours attempted and dividing the total earned Q.P.s by the total number of credit hours attempted.

Credit Hours: Hours of credit received for each class taken per semester.

Contact Hours: Actual hours per week spent in class and/or lab.

There are two main steps in computing G.P.A.:

1. Multiply the credit hours for each class by the number of Q.P.s earned. The result is the total Q.P.s for the semester. Example:

	Credit Hours		Grade	Q.P.s		Total Q.P.s
Business Law I	3	x	A	4	=	12
Keyboarding	2	x	B	3	=	6
Principles of Accounting I	4	x	C	2	=	8
Expository Writing	3	x	B	3	=	9
Introduction to Computers	3	x	A	4	=	12
	15 total hours					47 Q.P.s

2. Divide the number of total credit hours into the total number of Q.P.s for the semester. Grade point average for semester: 47 total Q.P.s divided by 15 total credit hours = 3.13 G.P.A.

The cumulative G.P.A. may be computed by totaling all attempted credit hours and dividing them into the total number of Q.P.s that have been earned for all semesters of enrollment.

GRADE REPORTS AND TRANSCRIPT REQUESTS

Grades are normally mailed as soon as possible after the final class day. Semester grade reports will not be given to a student or to anyone over the telephone or in person from the Division of Student Development.

Transcripts of the student record will be mailed to other colleges, prospective employers, or to the student if an official written request is made by the student to the Student Development Office. Written requests may be faxed to the Records Office at (704) 991-0255. Transcripts are available, if possible, after 3 p.m. each day if the request is received before 10 a.m. of that day. Requests for transcripts will be honored within 72 hours.

All financial obligations must be fulfilled before grade reports and transcripts are mailed. SCC will not fax transcripts.

INCOMPLETE GRADE POLICY

An incomplete grade is a temporary grade of "I" that is given at the discretion of the instructor for incomplete course work due to extenuating circumstances. Program heads will finalize the incomplete procedure given by an adjunct faculty. It is the student's responsibility to contact the instructor regarding work to be completed for the removal of the "I" grade. When a grade of "I" is issued, the student does not register for the course.

A student receiving a grade of "Incomplete" in a given course must complete the required course work by the end of the eighth week of the next term (end of the seventh week for the summer term) or the incomplete grade will be changed to an "F" grade. An incomplete grade is computed as an "F" grade in the student's grade point average until completion of course work. An incomplete grade cannot be changed to a "W" under any circumstances.

GRADE CHANGES

All grades assigned to a student are considered final. To change a grade after the grade report is mailed requires an authorization for the change initiated by the instructor, recommended by the program head, and approved by the associate dean. The change form must be submitted to the Director of Records and Registrar.

GRADE APPEAL

A student must appeal an assigned grade before the first class day of the next semester. Students may consult the Student Development Office for an explanation of the appeal process. A Student Development representative will

act as an advocate for the student and be present for all steps of the process. Procedures for appealing a grade are as follows:

1. The student must schedule and conduct a meeting with the instructor who assigned the grade.
2. If the grade is changed at this point, no further action need occur.
3. If the student wishes to continue the appeal process, he or she must acquire a Grade Appeal form from the Vice President of Students and complete the form. The student will then meet with the instructor and the associate dean. (If the instructor is the associate dean, the Vice President of Instruction will meet with him or her and the student. If the instructor is no longer an employee of the College, the appeal process begins with the associate dean.)
4. If the matter is not resolved at this point, the Grade Appeal form and all documentation will go to the Faculty Senate. The final review must be made in the form of a hearing with the student, the instructor, and the division associate dean present. The Faculty Senate has five working days to schedule its review and reach a decision. The Faculty Senate has the right to set aside the grade in question and request a reexamination of the student. If the faculty member who assigned the grade is a Faculty Senate member, he or she will step down during the appeal.
5. If the student is not satisfied with the decision of the Faculty Senate, the student will have two school days to appeal the decision in writing to the Vice President of Instruction. The Vice President of Instruction will review all written documentation and meet with the student and instructor.
6. The Vice President of Instruction will make a decision within two working days.
7. If the student is not satisfied with the decision of the Vice President of Instruction, the student will have two school days to make a final appeal in writing to the President of the College. The President will make the final decision after investigating all facts.

In some instances the grade appealed is associated with a prerequisite course, as is especially true in allied health curricula. When this occurs, it is imperative for all parties involved to hear the appeal as soon as possible.

SATISFACTORY ACADEMIC PROGRESS POLICY

All curriculum students, including special credit students, must maintain a 2.00 cumulative grade point average. The cumulative grade point average is computed by totaling all attempted credit hours and dividing them into the total number of quality points earned for all semesters of enrollment.

If a student's cumulative grade point average falls below a 2.00 GPA, the student will be placed on academic probation. The student will be notified of academic probation in writing by the Director of Records and Registrar. The student then has a probationary period of enrollment (the next semester the student is enrolled) to achieve a 2.00 cumulative GPA for total credit hours attempted. In consultation with SCC's Counseling Services department, students on academic probation may be provided other learning options. Such options include repeating failed courses, changing program of study, or continuing in a limited number of classes. The Coordinator of Special Services has the authority to limit student course loads in order to improve the students' grade point averages (GPAs).

If at the end of the probationary period a cumulative 2.00 cumulative grade point average is not achieved, the student will be suspended for the next semester.

Some individual SCC curricula may have more stringent academic progression criteria. It is the student's responsibility to be aware of and meet these requirements.

REINSTATEMENT FROM ACADEMIC SUSPENSION

Students who have been academically suspended must request consideration for reinstatement in writing to the Vice President of Students after having been on suspension for a minimum of one term.

Upon reinstatement from academic suspension, the student will be allowed to reenroll and must achieve a cumulative 2.00 GPA by the end of the semester or demonstrate significant progress toward meeting the 2.00 GPA. Students who do not meet these standards will be suspended for one year.

APPEAL PROCESS

Students who fail to meet the academic progress standards but have mitigating circumstances may appeal their suspension to the Vice President of Students. This appeal must be in writing and received by the Vice President before the first day of classes of the next semester. The student will be notified of the Vice President's decision prior to the end of the drop/add period.

Please note that some sponsoring agencies may have more stringent academic requirements than those outlined above. It is the student's responsibility to be aware of and meet these requirements.

GRADE FORGIVENESS PROCEDURE

Any Stanly Community College student who has experienced a lapse of enrollment at the College for a period of three consecutive academic years may, upon reenrollment, make a request with the Director of Records and Registrar to have prior course work forgiven. The following criteria must be met:

1. The student must first complete at least 12 semester hours of credit with a 2.00 grade point average before requesting grade forgiveness.
2. The request must be made during the subsequent semester (excluding the summer session) after the 12 semester hours have been completed.
3. Prior course work must be at least three years old.
4. Only prior courses with grades below a "C" will be eligible for grade forgiveness.
5. The student must complete a Grade Forgiveness Request form, which is available in the Student Development Office.
6. Only one grade forgiveness request will be accepted per student. If the request is approved, the record of the earlier course work affected remains on the student's transcript but is not calculated in the cumulative grade point average. Eligibility for student financial aid and/or veterans' benefits is subject to satisfactory academic progress requirements based upon all academic work attempted.

In instances in which grade forgiveness is granted for courses completed at Stanly Community College and then transferred to another college or university, the receiving institution is not required to disregard those course grades. Other colleges or universities may elect to include the grades forgiven in computing the student's grade point average, possibly disqualifying the student from consideration for admission.

HONORS AND AWARDS

Academic Honors

Each student enrolled in a curriculum program leading toward a degree, a diploma, or a certificate is eligible for the Academic Honors lists. Special credit students are not eligible for Academic Honors.

President's List: students who complete in a semester a minimum of 12 credit hours and earn a 4.0 grade point average

Dean's List: students who complete in a semester a minimum of 12 credit hours and earn at least a 3.50 grade average with no grade lower than "C" or an "Incomplete"

Honors List: students who complete between 6 and 11 credit hours in a semester and earn at least a 3.50 or higher grade point average

Commencement Awards

Graduating students having a cumulative major GPA of 3.50 or higher are recognized at graduation ceremonies by the notation in the commencement program and by the wearing of gold cords.

The Annie Ruth Kelley Leadership Award was established by Stanly Community College in 2001. This award is presented to the graduating student who has excelled in providing leadership to fellow students, to the College, and to the community.

The Edward J. Snyder, Jr., Exceptional Scholars Award was established in 2002. The Exceptional Scholars Award is awarded to students enrolled in a curriculum program who have earned a 3.0 or higher grade point average at the end of the term prior to graduation. The program head and instructors from each curriculum may nominate one student from their curriculum and will write an essay on the topic "Why This Student Should Receive the Edward Snyder Exceptional Scholar Award."

The Director of Records and Registrar will notify the nominee of his or her nomination as the Edward Snyder Award recipient. The nominee will be required to submit to the Director of Records and Registrar an essay using the topic "What Makes Me An Edward Snyder Exceptional Scholar Nominee" and will be interviewed by a selection committee. The selection committee will choose the students to receive the Edward Snyder Exceptional Scholar awards. The recipients will be the commencement speakers.

The George E. Eddins, Jr., Award of Distinction in Allied Health Education was established in 2003. This award honors Dr. George E. Eddins, Jr., as a highly respected Stanly County physician and educator who has dedicated many years of support and service to the community and the College. The Eddins Allied Health Building is named in his honor.

The Award of Distinction in Allied Health Education will be presented each year to a student in a two-year allied health program graduating with a 3.5 grade point average and demonstrating community involvement and leadership ability.

GRADUATION REQUIREMENTS

All students are required to file an application for graduation prior to October 31 for May graduation. Applications for graduation are available from the Director of Records and Registrar.

The following requirements are established for the Associate in Arts degree, the Associate in Science degree, the Associate in Applied Science degree, the diploma, and the certificate:

1. Successfully pass all course requirements in major with an overall major grade point average of 2.00 or higher.
2. Complete an application for graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester of enrollment.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held at the end of the spring semester on the date published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Director of Records and Registrar. (See Graduation in Absentia.) During graduation exercises, candidates must be dressed in proper academic attire as determined by the President of the College.

GRADUATION IN ABSENTIA

A written request for permission to graduate in absentia must be filed with the Director of Records and Registrar no later than fourteen days prior to commencement exercises.

Students with approved absences must make arrangements with the Director of Records and Registrar to receive the degree, diploma, or certificate. A degree, diploma, or certificate will not be mailed.

Students with unapproved absences will be required to pick up their degree, diploma, or certificate from the Director of Records and Registrar after a written request has been approved by the Director of Records and Registrar.

COLLEGE STUDENT SUCCESS (ACA 111) EXEMPTION GUIDELINES

Students who have completed 20 or more quarter credit hours or 12 or more semester credit hours at SCC or another college or university prior to entry into a curriculum program may be exempt from ACA 111—College Student Success. Also, students who have taken and passed a comparable course at another institution will receive transfer credit for ACA 111.

RELEASE OF STUDENT RECORDS AND INFORMATION

All student records are held confidential by the institution with the exception of directory information. (See Student Records and Privacy Rights section of this catalog.) Placement credentials, transcripts, and other pertinent information will be made available only upon written request of the student. A statement authorizing release must be signed by the student before a transcript or any other information will be sent to other colleges, employers, or other agencies. Authorization for Transcript Requests forms are available in the Records Office. Transcripts will not be released for a student who has an outstanding financial obligation to the institution or under other signed agreement situations.

STUDENT RECORDS AND PRIVACY RIGHTS

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Stanly Community College, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. However, Stanly Community College may disclose appropriately designated “directory information” without written consent, unless you have advised the College to the contrary in accordance with SCC procedures.

The primary purpose of directory information is to allow Stanly Community College to include this type of information from your education records in certain college publications. Examples of such publications include honor roll or other recognition lists and graduation programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student’s prior written consent. Outside organizations include but are not limited to companies that manufacture class rings or publish yearbooks. In addition, the Solomon Amendment requires Stanly Community to provide military recruiters, upon request, with directory information categories—names, addresses, telephone listings, age or date of birth, level of education, major—unless students have advised the College that they do not want their information disclosed without prior written consent.

A student who does not want Stanly Community College to disclose directory information from education records without his or her prior written consent must notify the College by completing a Request to Prevent Disclosure of Directory Information form each semester. The form may be obtained from the Student Development Office or the Records Office. At least ten days should be allowed for processing a request.

Stanly Community College has designated the following information as directory information:

1. student's name
2. date of birth
3. major field of study
4. terms of attendance
5. grade level
6. degrees, honors, and awards received
7. the most recent educational agency or institution attended

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day Stanly Community College receives a request for access. Students should submit to the Director of Records and Registrar written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the Director of Records and Registrar and identify who is responsible for the record, identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Director of Records and Registrar decides not to amend the record as requested by the student, the Director of Records and Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stanly Community College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Complaints, Concerns, or Suggestions

Any student who has reason to believe that the College is not complying with the Act or this policy should inform the Director of Records and Registrar in writing. The Director of Records and Registrar shall promptly review all such allegations.

Type, Location, and Custodian of Student Records

Questions regarding individual student records should be directed to the appropriate location:

Type of Record	Location	Custodian
Admission Patterson Building	Admissions Office	Director, Admissions
Academic Patterson Building	Records Office	Director, Records and Registrar
Financial Aid Patterson Building	Financial Aid Office	Coordinator, Financial Aid and Veterans Affairs
Job Placement Patterson Building	Job Placement Office	Job Placement Officer
Progress	Advisor's office	Program Advisor

CHANGE OF NAME, ADDRESS, AND DIRECTORY INFORMATION

Students are responsible for notifying the office of the Director of Records and Registrar of all name and address changes as well as other directory information. This is necessary to keep all records in proper order and to assist in the processing of student requests and records.

STUDENT RIGHTS AND RESPONSIBILITIES

Students at Stanly Community College are considered to be mature adults who enter classes voluntarily. By entering classes, students take upon themselves certain responsibilities and obligations that include an honest attempt at academic performance and social behavior consistent with the lawful purpose of the College. Students maintain all legal rights of citizenship while enrolled and are expected to remember that they are living in a democratic situation. The reputation of the College rests upon the shoulders of students as well as on the administration, staff, and faculty; and it is hoped that each student will maintain high standards of citizenship. The campus and College will not be a place of refuge or sanctuary for illegal or irresponsible behavior. Students, as all citizens, are subject to civil authority on and off the campus. Common courtesy and cooperation make the above suffice for a long list of rules and regulations.

SEXUAL HARASSMENT POLICY

The sexual harassment policy states that the College does not tolerate the request for sexual favors or any unwelcome verbal or physical conduct of a sexual nature by an employee or student. Anyone who violates this policy will be disciplined as set forth in the policy. The complete policy may be found on the College web site or obtained from the Vice President of Students.

STUDENT CODE OF CONDUCT

Stanly Community College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when a student's behavior disrupts or threatens to disrupt the College community, appropriate disciplinary action will be taken. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

Prohibited student behaviors include but are not limited to the following:

1. Academic dishonesty—taking or acquiring possession of any academic material from a College employee or fellow student without permission; receiving or giving help during tests or other assessments of learning; submitting papers, reports, or assignments as originals that are not the student's own; plagiarism.
2. Animals—Animals on campus are forbidden, including animals left in vehicles. Service animals are permitted.
3. Theft—stealing the property of another individual of the College. Students guilty of theft may be referred to civil prosecution as well as College disciplinary action.
4. Drugs and alcoholic beverages—Stanly Community College prohibits the unlawful use, possession, distribution, manufacture, or dispensation of any controlled substance or alcohol while on campus, facilities leased by the College, or at College-supported functions. The complete College drug and alcohol policy may be found on the College web site or obtained from the Vice President of Students.
5. Inappropriate conduct—lewd, indecent, or offensive conduct or clothing including public physical or verbal action or distribution of obscene or libelous material. Mental, physical, or verbal abuse of any person (employee or student) on campus or at campus-sponsored functions is prohibited.
6. Sexual harassment—any act, comment, or behavior that violates the College policy on sexual harassment. This policy may be found on the College web site or obtained from the Vice President of Students.
7. Weapons—possession or use of a firearm, incendiary device, explosive, or any instrument designed to inflict serious bodily injury to any person. These restrictions do not apply to on-duty law enforcement personnel or to any legitimate College-sponsored activity.
8. Forgery—alteration or misuse of College documents, records, or instruments of identification with intent to deceive.
9. False information—presenting to the College intentionally erroneous information; knowingly withholding information legally and properly requested by the College that may have an effect upon enrollment or status with the College.
10. Damage to property—inflicting damage to the property of the College or of any person working at or attending the College.
11. Disobedience—failing to obey the reasonable requests or directions of any College employee.
12. Disorderly conduct—interrupting or interfering with the academic mission of the College or disturbing the peace of the College.
13. Disruption—disrupting the normal activities of the College by physically or verbally interfering with instruction, meetings, functions, or activities.
14. Public laws—Violating any local, state, or federal law may lead to legal action as well as campus discipline.
15. Internet use—using the Internet for inappropriate or nonacademic purposes including but not limited to viewing sites that may be offensive to others, chat rooms, and games.
16. Unprofessional conduct—Some curricula have specific codes of professional conduct that require appropriate behavior both on campus and at off campus facilities. Students in those curricula will be held accountable for adhering to those codes.

Implementation Responsibilities

An instructor may discipline students involved in minor infractions of the rules and regulations of the classroom, as the instructor has the authority to define proper classroom behavior. Other violations of the Code of Conduct will be referred to the Vice President of Students for resolution.

Disciplinary Procedures

Any instructor or staff member may use his or her discretion to warn a student against violating the Student Code of Conduct and may temporarily remove a student from a single class or activity for the duration of that specific class

or activity. The instructor or staff member taking this action will notify the Vice President of Students immediately and will provide a written report of the incident to the Vice President of Students within 24 hours.

In an emergency situation the President and the Vice President of Students are authorized to temporarily suspend any student from the College immediately.

A student charged with a violation of the Student Code of Conduct will receive a written notice of the charges and an appointment for a hearing. Based upon the results of the hearing, the Vice President of Students may:

1. dismiss the charges
2. impose a sanction consistent with the nature of the violation
3. refer the student to a community agency for services

In instances in which the student cannot be reached to schedule an appointment with the Vice President or when the student refuses to cooperate, the Vice President shall send a certified letter to the student's last known address. The letter will provide the student with a list of charges, the Vice President's decision, and instructions governing the appeal process.

Sanctions

1. Reprimand—a written communication that gives official notice to the student that subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.
2. Loss of privileges—loss of access to College facilities, services, or activities for a specified period of time.
3. Restitution—paying for damaging, misusing, destroying, or losing property belonging to the College, College personnel, or students.
4. Loss of academic credit or grade—imposed by an instructor due to academic dishonesty.
Note: In those instances where the loss of academic credit or grade has the effect of removing the student from a class or curriculum, the issue will be referred to the Vice President of Students for resolution and/or advisement.
5. Temporary suspension—exclusion from class and/or other privileges or activities as set forth in the notice until a final decision has been made concerning the alleged violation.
6. Suspension—exclusion from class(es) and/or all other privileges or activities of the College for a specified period of time. Students who receive this sanction must get specific written permission from the Vice President of Students before returning to campus.
7. Expulsion—dismissal of a student from campus for an indefinite period. The student loses his or her student status. The student may be readmitted to the College only with the approval of the President.

Right to Due Process

A student accused of violating the Student Code of Conduct is guaranteed these rights as the matter is resolved:

1. the right to a specific written notice of the charges
2. the right to know the names of accusers and to have a copy of all of their written statements regarding the charges
3. the right to a prompt hearing
4. the right to have counsel present at the hearing
5. the right to confront accusers and to hear all witnesses
6. the right to present witnesses or evidence
7. the right to remain silent to avoid self-incrimination
8. the right to a full and complete record of the hearing
9. the right to an appeal

Appeals Procedure

A student who disagrees with the decision of the Vice President of Students may appeal the decision to the President. This request must be submitted in writing to the Vice President within three working days after receipt of the Vice President's decision.

The President has the authority to hear from the student and the Vice President before ruling on the appeal and may approve, modify, or overturn the decision of the Vice President. The President will inform the student in writing of the final decision within ten working days of the receipt of the appeal.

The President's decision will be final.

STUDENT COMPUTER AND NETWORK USER POLICY

These policies cover general use of SCC computing facilities, equipment, software, information access, user privacy, Internet access, and sanctions for policy violations. All users of the SCC computing facilities and equipment are expected to abide by these policies.

General Usage Policy

1. Students with authorized accounts may use the College's computing facilities, including transmissions over the campus network for scholarly purposes and for official campus business so long as such use does not (a) violate any law or College policy, (b) involve significant use of College resources or interfere with the performance of College duties, or (c) result in commercial gain or private profit.
2. Public use of computer equipment is available in the Learning Resources Center (LRC). Other use of computer equipment or facilities by family or friends is not allowed unless approved by the appropriate Dean or Vice President.
3. Attempts to circumvent the system security, guess other passwords, or in any way gain unauthorized access to computing resources is forbidden and may result in suspension and/or legal action.
4. Transferring copyrighted materials to or from any system or via the network without express consent of the owner may be a violation of federal law and is a felony under state law.
5. Use of electronic mail or other network communications facilities to harass, offend, or annoy other computer users is forbidden.
6. Security violations should be reported to any member of the Technology Support Department, which is located on the First Floor of the Patterson Building. The Technology Support Department will contact the affected users regarding concerns and corrective measures. Additionally, an incident report will be completed and sent to the appropriate Dean or Vice President.
7. The provision of open access to the information available via the Internet does not imply that SCC approves, condones, endorses, or accepts responsibility for its content.
8. SCC does not guarantee the validity or reliability of all information accessed via the Internet.
9. SCC faculty and staff may observe Internet use that is deemed inappropriate for student/public computer workstations located in the library or labs. In such cases, the user will be asked to refrain from accessing that site. Repeated abuse in the usage of Internet resources may lead to suspension and/or legal action.
10. Access to information via the Internet is provided for the purpose of supporting academic research or activities that support the SCC instructional program. SCC faculty and staff may ask anyone who is using the Internet for entertainment to relinquish the computer workstation to a user who needs it for research or to support an instructional assignment.

Sanctions for Policy Violations

Violations of policy will be treated as academic misconduct, misdemeanor, or felony as appropriate.

Misdemeanor or felony charges will be prosecuted to the fullest extent of the law and may result in immediate and permanent loss of privileges. Student disciplinary proceedings may also be initiated against violators.

STUDENT GRIEVANCE POLICY

Grievances of students will be handled by the Vice President of Students. The purpose of the student grievance procedure is to provide a system to channel student complaints against faculty and staff concerning the following:

1. Alleged discrimination on the basis of age, sex, race, handicap, or other conditions, preferences, or behavior, excluding sexual harassment complaints.
2. Sexual harassment complaints should be directed to the Vice President of Students. Because of the sensitive nature of this kind of complaint, a conference with the Vice President will replace the first step of the grievance procedure. The Vice President will counsel with the student to determine the appropriate action that is required. If the grievance is not resolved after this meeting, then the remainder of the grievance policy will be followed.
3. Academic matters, excluding individual grades, with which students have a grievance.

Procedures

1. The student must go to the offending employee, except in sexual harassment complaints, within ten school days. A conference with the employee will be held to resolve the matter informally at this level.
2. If the informal conference does not resolve the matter, the student may contact the Vice President of Students and file a written grievance. The Vice President of Students will explain the grievance process to the student and provide him or her with a grievance form. The completed form must be returned to the Vice President within five class days after satisfying the first step. The Vice President will refer the grievance to the immediate supervisor of the employee involved. The supervisor shall respond in writing to the student within five class days of receipt of the grievance form.
3. If the written statement of the supervisor does not satisfy the grievant, the Vice President of Students and the Vice President or the Dean of the employee's supervisor will hear the appeal. To enter this step the student must submit a written request within five class days after receiving the written response of the supervisor. The request shall include (1) a copy of the original grievance form, (2) a copy of the supervisor's response, and (3) the reason the supervisor's response is unsatisfactory. The employee against whom the grievance was filed shall be given an opportunity to respond in writing to the Vice President of Students.

The administrators will hear the grievance, review all written information, and interview any persons necessary to render a written decision within five working days. The decision will be forwarded to the grievant and other persons involved.

4. The decision of the administrators may be appealed to the President by either party involved within five working days of the decision. The President shall review all information, interview all parties, and conduct any additional inquiries that are deemed necessary to render a decision within five working days of receipt of the appeal.
5. The President's decision may be appealed to the Board of Trustees by either party involved within five working days of the President's decision.

The Board of Trustees or a committee of the Board shall review any information to date, conduct whatever additional inquiries are deemed necessary, and render a decision within twenty working days of receipt of the appeal.

STUDENT LIFE

The Student Development Office encourages each student to become fully aware of every opportunity available through Stanly Community College. Student Development includes admissions, records, guidance and counseling, testing, financial aid, student activities, placement, and follow-up.

COUNSELING SERVICES

A major role of Stanly Community College is to assist students in making the transition to the College. Individualized counseling sessions may be arranged to discuss a student's interests, aptitudes, vocational goals, or academic and personal problems. Such conferences are confidential.

Students are encouraged to visit a counselor's office any time a problem arises that could affect progress in their studies. Counseling services are provided in both day and evening hours. Contact the Student Development Office, Room 106 in the Patterson Building, for emergency assistance or to arrange an appointment for counseling services.

Upon application to the College, each student in a curriculum program is assigned a faculty advisor who is available to help with situations related to the student's academic work. The advisor serves as a direct link between the student and the successful completion of the student's program of study.

Distance education (online) students may contact the Director of Counseling Services for assistance either by e-mail or by telephone. This contact information is contained on the Stanly Community College web site under Student Development Counseling Services.

CAREER COUNSELING/TESTING SERVICES

The Career Counseling Center at Stanly Community College offers a variety of career services to students including career counseling, interest testing, an educational and career information library, computerized guidance software programs, and career planning services. The goal of the Career Center is to provide services that will assist students in making appropriate academic and career decisions.

A career counselor is available for confidential conferences. These conferences are designed to assist the student with career exploration and self-exploration. Through this process, the student will be able to make a more comprehensive career choice. The office of the career counselor is located in the Student Development Office in the Patterson Building.

Students desiring to take an interest test or personality inventory may do so by contacting the Career Center in the Student Development Office. Assessment services include inventories such as the Strong Interest Inventory, the Self-Directed Search, the Myers-Briggs Type Indicator, the NC CAREERS guidance software program, and the CHOICES CT computerized guidance program. There is no charge to students for these career testing services.

Student Development/Institutional Support Services

TUTORIAL SERVICES

Free tutorial service may be available to supplement classroom instruction for those students who need extra help. Tutoring is provided by peer tutors, who have been trained by the College, on an arranged basis through the Student Success Center. Any student may request tutoring. It is suggested that the student request tutoring early in the semester.

STUDENT SUCCESS CENTER

The goal of the Student Success Center is to improve each student's educational path, making the journey a little smoother and less stressful. Specialized software is available in anatomy and physiology, mathematics, English, biology, Spanish, study skills, ESL, and computer networking. A library of supplemental textbooks is available, and a collection of videotapes on study skills development and/or content skills may be reviewed in the Center.

Students who wish to improve their ASSET placement scores may visit the Center and review basic concepts in mathematics, English, and reading using the PLATO software. With the testing coordinator's permission, students may schedule to take the computerized version of the ASSET test—the COMPASS test—in the Center. The Student Success Center staff members are aware of the many types of learners and have resources in place to accommodate each type.

TESTING SERVICES

The Career Center at Stanly Community College offers a variety of career services to students including career counseling, interest testing, an educational and career information library, computerized guidance software programs, and career planning services.

Students desiring to take an interest test or personality inventory may do so by contacting the Career Center in the Student Development Office in the Patterson Building. Assessment services include inventories such as the Strong Interest Inventory, the Self-Directed Search, the Myers-Briggs Type Indicator, the NC CAREERS guidance software program, and the CHOICES CT computerized guidance program. There is no charge to students for these career testing services.

SERVICES FOR STUDENTS WITH DISABILITIES

Parking

Students who are temporarily disabled or physically challenged and who require a special Handicapped Parking Permit should see the Vice President of Students. Permits are assigned on a temporary basis. Individuals with permanent disabilities are required to contact the North Carolina Division of Motor Vehicles for a permanent tag or rear mirror sign.

Persons with disabilities apply and are considered for admission in the same manner as any other applicant. There is no preadmission inquiry regarding disability and no exception to admission policy is made based on any disability.

Disability Services

The Disabilities Services Office provides assistance to applicants and currently enrolled students with documented disabilities including physical, psychological, Attention Deficit Hyperactivity Disorder (ADHD), traumatic head injuries, learning disabilities (LD), and other health concerns. The Disabilities Services Office is located on the first floor of the Patterson Building in Student Development.

Students with disabilities should contact the Disabilities Services Office to initiate receipt of services. Students with disabilities must provide appropriate documentation before accommodations can be provided. It is the

responsibility of the student to insure that the documentation is current, comprehensive, and provided in time for SCC to arrange for reasonable accommodations.

Students should request accommodations at least sixty days prior to the need for the accommodation.

In the case of a physical disability, documentation should include a doctor's diagnostic statement, which describes the disability, its duration, effect on daily living, a list of medications prescribed, side effects, and recommendations.

Psychological documentation from a certified psychiatrist or clinical psychologist should include a DSM IV diagnosis with a description of how the disability affects major life activities along with medications, side effects, and recommendations. The evaluation must have been performed within the last three years.

For students with learning disabilities, documentation should include a written report of a psychoeducational evaluation completed within the last three years. The report should include scores from standardized academic and intellectual testing plus a statement specifying areas of learning disabilities.

For an Attention Deficit Disorder, documentation should be a statement written within the past year and include information regarding diagnosis, medication, and any recommendations.

SCC generally adheres to the guidelines established by the Educational Testing Service to document psychiatric disabilities, learning disabilities, ADD, and ADHD. Students can find those guidelines at <http://www.ets.org/disability> or may receive a printed copy from the Disabilities Services Office. Please note that the general guidelines published by ETS have been adapted by SCC to address the needs of college students.

Services

Services and accommodations are provided as a cooperative effort of the Disabilities Services Office and various College departments. Services are based on the student's documented needs and determined in consultation with the Disabilities Services Office, appropriate faculty, and the student. Services and accommodations are under constant review and may be modified or developed to meet the changing needs of students. **A new accommodation plan for the student will be developed every semester. It is, therefore, extremely important that the student contact the Disability Services Office when registering or preregistering for classes.**

Services and accommodations most often used by students include:

Academic support—The Student Success Center, which is located on the second floor of the Patterson Building, provides an extensive array of academic support services. These services include faculty working individually with students, tutorial software, and peer tutoring.

Counseling—Personal and career counseling are available through Student Development.

Equipment—Equipment to assist students who have visual, hearing, or learning disabilities may be available. Please contact the Disabilities Services Office for further information.

Note taking—The Disabilities Services Office can arrange for note taking services.

Parking—Parking permits are available from Student Development for students whose disability requires accessible parking.

Priority scheduling—Early registration is available to students whose disability warrants the need for specific accommodations related to courses or classrooms, such as wheelchair access, time coordination, interpreters, or books on tape. Contact the Disabilities Services Office for further information.

Reading services—Students may acquire books on tape from Recordings for the Blind and Dyslexic. Applications are available at the Disabilities Services Office.

Taping of lectures—Students may tape lectures given in class. Recorders may be borrowed from the Disabilities Services Office based on availability.

Test accommodations—Extended time and distraction-free testing rooms are among the accommodations that can be arranged through the Disabilities Services Office.

Tutors—Students are provided information regarding campus tutorials and labs. Individual tutors, when available, are provided for students whose disability affects their academic performance.

Other accommodations may be provided when the student submits appropriate supporting documentation.

Confidentiality

The College will not share specific information about a student's disability with any one, including faculty, without the student's permission. A student may sign a release that allows the Disabilities Services Office to exchange information regarding the student's disability as needed to provide appropriate educational services.

The student has the right not to disclose specific information about a disability to instructors. However, the Disabilities Services Office encourages the student to talk with instructors about the student's disability when it is appropriate. Information disclosed to the faculty by the student or the Disabilities Services Office will not be disclosed to any other individual without the student's approval.

Stanly Community College is dedicated to carrying out the spirit of the law as covered in Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA). The College's expressed goal is to insure that students with disabilities have reasonable accommodations and services to equalize their opportunities for success at SCC.

For more information about the services available to students with disabilities, please contact Drucie Moss, Coordinator of Special Services at (704) 991-0214 or MossDR@stanly.edu.

HEALTH SERVICES/FIRST AID

Each student is required to submit a health statement on application for admission, which becomes part of his or her permanent record. Students enrolled in certain programs are made aware of the Bloodborne Pathogens Policy and Procedures of the College.

The College maintains no health facilities other than first aid kits. The kits may be found in all shop areas and in the Student Development Office. Injuries requiring more than minor first aid will be referred to local physicians. In case of emergency the College switchboard operator should be notified, who may then call a physician or ambulance service at the student's expense.

HOUSING

Stanly Community College does not operate dormitory facilities, nor does it assume responsibility for housing. The Director of Admissions will assist perspective students in locating area realtors. All arrangements for housing are the responsibility of the student and the landlord.

JOB PLACEMENT

The Job Placement Office of Stanly Community College exists to serve the employment needs of both current and former students of the College. As they approach graduation, students of SCC are encouraged to contact the Job Placement Office for any assistance they may need in locating suitable employment. Placement services available include job referrals, resume preparation, mock or practice interviews, and printed materials covering the job-seeking campaign. Currently enrolled students in search of part-time employment may find local job opportunities with flexible hours.

While the College can make no guarantee that each graduate will be placed immediately in a job of his or her choosing, the Job Placement Office can be an excellent source of job leads and tips that may prove to be helpful in the job search. The Job Placement Service is located in the Student Development Office in the Patterson Building.

FOOD SERVICES

A hot food service is located in the Webb Student Center. Service America Corporation contracts with the College and operates the service Monday through Friday from 7:30 a.m. until 1:30 p.m. There is no hot food service provided between semester breaks. Vending machines are also located in the area for the convenience of evening students.

WEBB STUDENT CENTER

Students are encouraged to use the Webb Student Center as a place to talk, eat, and relax. The area provides an opportunity for students, faculty, and staff to socialize in an informal atmosphere. Billiards, ping-pong, wide screen television, and video games are available in the Webb Student Center. No food or drink is allowed in the recreation room. Individuals who need a quiet place to study should use the Learning Resources Center in the Snyder Building.

ACTIVITIES

Socials, cookouts, and other leisure activities are planned for both day and evening students by the Student Government Association under the supervision of the Vice President of Students.

Each Monday and Wednesday from 12 noon until 1 p.m. is blocked for activity hour. Students are encouraged to participate in SGA and/or other clubs and organizations.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is composed of all curriculum students who are enrolled at Stanly Community College. Members are encouraged to be active participants in student affairs and to voice opinions and thoughts through their representatives.

All extracurricular activities are coordinated through the Student Government Association and the Student Development Office. During the spring term the president and other Student Government Association executive officers are elected. Departmental representatives are elected in a campus-wide election in the fall. One representative is also elected from each campus club. An administrative advisor and faculty advisors serve to assist the Student Government Association with its activities.

The Student Government Association sponsors activities that enhance student campus life. Students are involved in school affairs with active participation on various advisory and standing committees.

The President of the Student Government Association serves as an ex-officio member of the Board of Trustees. The Stanly Community College Student Government Association actively participates in the North Carolina Comprehensive Community College Student Government Association (N4CSGA).

CLUBS AND ORGANIZATIONS

With the Student Government Association open to all students and other clubs and organizations geared more to specific interest groups, extra classroom interests are available for the majority of Stanly Community College students.

Student clubs and organizations are chartered under the umbrella of the Student Government Association and represent a large number of students with diverse interests who are active on campus. These include College Transfer Club, Cosmetology Club, Criminal Justice Club, Early Childhood Club, Human Services Club, International Club, Medical Assisting Club, Nursing Association, Phi Beta Lambda, Phi Theta Kappa, Respiratory Therapy Club, Student Government Association, and Technology Club.

♦ **Phi Theta Kappa**

Phi Theta Kappa is a 75-year old honor society that was founded to recognize and encourage scholarship among two-year college students. The society awards numerous scholarships and presents opportunities for students to demonstrate excellence in a variety of formats, such as Phi Theta Kappa's Honors Programs, leadership conferences, and annual conventions. In addition, each member will wear the Phi Theta Kappa gold stole and tassel during graduation ceremonies, will have the gold seal on diplomas, and will receive notation of membership applied to the student transcript.

Membership in Phi Theta Kappa is a highly coveted honor that will enrich the student's life while attending Stanly Community College and will remain a prestigious part of his or her professional life as further education and/or career goals are pursued. Students must earn a 3.75 cumulative GPA, must maintain a 3.50 GPA, and must have completed 15 semester hours of credit at SCC toward an associate degree to be invited to join Phi Theta Kappa.

RECREATION

Stanly Community College has recreational equipment and facilities available on campus. The equipment for volleyball and basketball may be checked out from the office of the Coordinator of Admissions and Student Activities, which is located in Student Development. Pool and ping-pong tables are located in the recreation room.

INCLEMENT WEATHER

During periods of inclement weather, Stanly Community College will close when conditions are hazardous. The decision will be broadcast by area radio and television stations. Students are urged not to call the news media or members of the College staff.

All extracurricular activities will be canceled when it is necessary to cancel classes due to adverse weather.

STUDENT PUBLICATIONS

Students at Stanly Community College may exercise their freedom of expression through faculty/staff-sponsored newspapers, newsletters, and other publications. All publications must be approved by a faculty/staff advisor and the office of Student Development.

TRAFFIC REGULATIONS

Students, employees, and visitors of the College are expected to drive carefully and courteously and to obey all state and campus traffic regulations while on campus. A speed limit of 20 miles per hour is observed by all vehicles while on campus.

PARKING REGULATIONS

Students may use any of the designated parking areas. New parking lots on campus will be developed as needed and as resources are available.

Handicapped parking is marked off and should be used by persons with disabilities. Persons using these spaces should have a permanent tag, rear mirror sign, or a temporary permit issued by Student Development.

Students and employees should not park in the visitor parking spaces in front of the Patterson Building. Tickets for parking violations are issued, and fines are payable in the Business Office (\$5 per ticket). Students owing parking fines will not be allowed to register for the following semester.

CHILDREN ON CAMPUS

Children are not allowed to accompany a parent to class or to be left unattended anywhere on campus. The College assumes no liability for injuries incurred by children on campus.

CAMPUS CRIME REPORT

Under the Student Right-to-Know and Campus Security Act of 1990, Stanly Community College must report the crime incidences, if any, each year. The following is a three-year comparison of crime on campus:

	2000	2001	2002
Murder/Non-negligent manslaughter	0	0	0
Forcible sex offenses (including forcible rape)	0	0	0
Nonforcible sex offenses	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	0
Motor vehicle theft	0	0	0
Arson	0	0	0
Negligent manslaughter	0	0	0

STUDENT GOVERNANCE POLICY

Stanly Community College supports the role of the student by encouraging Student Government Association (SGA) involvement, the placement of students on select College committees, and the placement of the SGA President as a nonvoting member on the Board of Trustees. Students may also serve on ad hoc committees as appointed by the President or the Vice President of Students.

The jurisdiction of the SGA is to represent the student body as detailed in the SGA Constitution.

SOFTWARE COPYRIGHT POLICY

Stanly Community College does not condone or permit the use of any illegal copyrighted software on any computer owned by the College.

Students wanting to load software or data files onto College computers must get permission from the appropriate program head. Students must remove the software from the computer after a designated time as specified by the program head. Additionally, students are prohibited from copying commercial software packages from SCC computers. Any student who is found in violation of these policies will be subject to appropriate disciplinary action up to and including withdrawal from the course and/or program. The student could also be reported to the appropriate company for software copyright violations.

INTELLECTUAL PROPERTY

SCC encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of the College, to enhance the teaching and learning environment, and to contribute to the betterment

of the community. Intellectual property includes but is not limited to intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, and inventions.

SCC students own all rights to copyrightable or patentable independent works created by that person without College support. Unless otherwise provided in a rights agreement, the College owns all rights to a copyrightable or patentable work created by the person with College support.

The ownership of a copyright or patent resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined according to established institutional procedures. Those procedures may be obtained from the Office of the Vice President of Students.

TOBACCO USAGE

Tobacco usage inside buildings on SCC campus in any form is prohibited. Smoking is permitted outside on the grounds. Students and visitors are encouraged to use ashtrays and trash cans for proper disposal of smoking materials.

CONTAGIOUS DISEASES AND BLOODBORNE PATHOGENS

Students who may become infected with communicable diseases have the responsibility to report this fact to the Vice President of Students. This information will remain confidential and will be shared only with the direct knowledge of the student. The College will make every effort to respond to the health and educational needs of students who have or may have a communicable disease. Communicable diseases include but are not limited to Acquired Immune Deficiency Syndrome (AIDS), Hepatitis, Chicken Pox, Measles, Meningitis, Whooping Cough, Mononucleosis, Mumps, Rubella, and Tuberculosis.

Medical research has established that the AIDS virus is not easily transmitted or contracted, but there are compelling reasons to observe basic precautions in life styles and relationships. Information about this is available through the office of the Director of Counseling Services on campus, through Public Health Departments, and from doctors.

DRUG AND ALCOHOL POLICY

In compliance with the Federal Drug Free Workplace and Drug Free Schools and Campuses Regulations, Stanly Community College prohibits the unlawful use, possession, distribution, manufacture, or dispensation of any controlled substance or alcohol while on campus, facilities leased by the College, or at College-supported functions. Anyone violating this policy will be subject to disciplinary action. The policy may be found on the College web site.

DRUG AND ALCOHOL ABUSE AWARENESS PREVENTION PROGRAM

There is a Drug and Alcohol Awareness Display Center outside of the Student Development Office on the first floor of the Patterson Building. Students may receive free information from the center. Interested persons who need additional information or counseling are encouraged to speak with a College counselor or call the College and speak with a counselor anonymously. Below are telephone numbers for obtaining additional information about drugs and alcohol abuse:

Piedmont Area Mental Health	(704) 983-2117
Stanly Memorial Hospital	(704) 983-5111
National Institute of Drug Abuse (NIDA)	1-800-638-2045
Cocaine Hotline	1-800-COCAINE
Alcoholics Anonymous (Albemarle)	(704) 983-1600
Alcohol Treatment Center 24-Hour Helpline	1-800-711-6375

Special Program Offerings

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COOPERATIVE EDUCATION

Cooperative education or co-op is a program combining in-class academic study with practical work experience. The student has the opportunity to obtain work experience that is related to his or her chosen program of study at Stanly Community College through a supervised learning plan with a participating employer in business, industry, government, and service agencies.

The main objective of cooperative education is to bridge the gap between theory and practice by allowing the student to apply skills learned in the classroom to practical on-the-job learning situations. This joint venture between the College and participating employers extends the student's educational experiences and provides a complete educational program.

In addition, the co-op student will have the opportunity to gain hands-on experience with state-of-the-art technology, work with people from different educational backgrounds, earn money to help pay for his or her education, and make contacts for permanent employment upon graduation.

Eligibility

To be eligible to participate in the cooperative education program, students must meet the following minimum requirements:

1. Complete one semester of college work
2. Maintain a grade point average of 2.0 or higher
3. Be recommended for co-op participation by the Co-op Faculty Coordinator
4. Have the approval of the Director of Cooperative Education

Any additional requirements for co-op participation are noted in the Programs of Study section of this catalog.

Application Procedure

Interested students must obtain an application from the Office of Cooperative Education and make an appointment with the Director. Upon approval, student resumes will be sent by the Director to prospective co-op employers for consideration for job slots. The employer selects students for the interview process and makes the decision to offer a co-op position to the student of choice.

In some cases students may be permitted to use their current jobs for co-op. Such employment must meet all co-op criteria as determined by the Director.

Academic Credit

A minimum of 10 hours per week on the job (160 hours per semester) is required to qualify for 1 hour of credit. Credit may be applied toward graduation requirements or may be earned as additive or extra credit as indicated in the Programs of Study section of this catalog.

Registration

Students interested in participating in co-op should contact the Office of Cooperative Education for further information. The student must have the Director's permission before registering for co-op credit.

In the event that a student's health interferes with the student's co-op experience, the Director of Cooperative Education and the appropriate co-op faculty coordinator may require the student to submit written verification of current health from an appropriate health care provider. Upon consultation with the Vice President of Instruction and the review of the health care provider's written statement submitted by the student, the Vice President of Students will advise the student of options available to him or her.

In the event that a student's behavior is not consistent with sound work practices and/or safety essential to the cooperative education position, the appropriate co-op faculty coordinator, the student's on-site supervisor, or the Director of Cooperative Education may remove the student from the co-op site immediately. The student would then be referred to the Vice President of Students for discussion of options for the student.

HYBRIDS

Hybrids are designed to incorporate a variety of delivery methods, such as telecourses, online, NCIH course, and/or traditional seated classes. Students need to seek the advice of the appropriate program head and the instructor of the multimedia delivery course to determine what learning style is most successful for the student.

On-campus orientation may be required at the beginning of the semester.

NORTH CAROLINA INFORMATION HIGHWAY COURSES

North Carolina Information Highway (NCIH) courses provide unique opportunities to deliver or receive courses to or from other colleges. Students will receive instruction via the traditional seated classroom with the instructor or other groups of students located at distant sites.

All North Carolina Information Highway courses are conducted in the Interactive Video rooms located in the Snyder Building and the Crutchfield Education Center. Students interested in NCIH courses should contact the appropriate program advisor for information and registration.

ONLINE COURSES

In a continuing effort to better serve the student, Stanly Community College offers selected courses for delivery over the Internet. The student enrolled in an online course has access to a "virtual classroom," which is available to the student 24 hours a day, 7 days a week. All lectures and instructions needed for the course are available in the virtual classroom; links and references to learning materials are found there also. Some labs associated with online classes may require on campus attendance. Students have the opportunity to ask questions of the instructor via e-mail, discussion boards, and chat rooms. In turn, the instructor answers student questions and makes assignments through the same multimedia options. Online synchronized chat sessions may be arranged for student discussions, and instructor online office hours may be scheduled at the discretion of the instructor.

The "virtual classroom" is designed to simulate the classroom experience for those students who do not wish to attend a traditional seated class. This offers flexibility to the student in terms of not having to attend a class at a set time each week as well as being able to spend whatever time is necessary on each instructional topic.

The successful student in an online learning situation is one who is self-disciplined and self-motivated. The student must also possess good problem-solving skills. A student considering taking classes via the Internet should examine his or her learning styles and consult his or her advisor.

Each student who enrolls in an online course must have independent access to the Internet and must have an e-mail account. In addition, the student must have a working knowledge of a word processing application, the operating system, and the Internet.

An on-campus orientation may also be required at the beginning of the semester.

TELECOURSES

A telecourse is a course that is taught primarily by video or audio cassettes, though most telecourses also require at least one textbook. The videos and cassettes used in the course may be checked out from the LRC, viewed on local cable access, viewed on PBS, or some combination of these methods.

Telecourses usually allow students to work at their individual paces, possibly completing the course before the end of the semester. However, students must still adhere to due dates and some on-campus testing may be required.

Students should expect the telecourse to be more challenging than the traditional seated classes. Courses are designed to meet the same objectives as seated classes with minimal classroom time. Self-motivated, independent learners are encouraged to take telecourses. Students who do not fit this description should speak to their advisors or the telecourse instructors before registering for the course.

On-campus orientation is required at the beginning of the semester.

Adult Literacy Programs

ADULT LITERACY PROGRAMS

Students come to Adult Literacy classes for any number of reasons: to get a better job, to help their children with school work, to prepare themselves for college courses, to improve basic reading and math skills, or to get their high school diploma or GED. Classes are held mornings, afternoons, and evenings at locations throughout Stanly County.

To qualify for admission, the following requirements apply:

1. Adults 18 years of age or older who have not completed high school or who need to improve basic skills are eligible to enroll in any of the College's Adult Literacy programs.
2. Individuals who are 16 or 17 years of age may be admitted to Adult Literacy programs if they meet the following guidelines:
 - a. Submit an approved Stanly Community College withdrawal form from the last school attended.
 - b. Submit a notarized petition signed by a parent or guardian.
 - c. Be in good standing prior to withdrawal from any other educational program or institution.
3. Orientation will be required of all students prior to their entry into class.
4. Students under the age of 18 who complete requirements for the Adult High School Diploma or GED Certificate will not be eligible to receive the diploma or certificate until their eighteenth birthday or until their former high school class has graduated.

ADULT BASIC EDUCATION (ABE)

Adult Basic Education classes focus on beginning reading and math skills. While some students come to these classes to learn to read for the first time, others attend in order to improve their reading skills so they can participate in civic or church activities or take part in teams or committees at work.

GENERAL EDUCATION DEVELOPMENT (GED)

GED classes prepare students to take the tests for the GED Diploma, which is equivalent to a high school diploma. Students in these classes study in the areas of writing, science, social studies, literature, and mathematics. Students who have already completed high school may also enroll in these classes to refresh their skills before entering college classes or applying for promotions at work.

ADULT HIGH SCHOOL DIPLOMA (AHS)

Adult High School Diploma classes offer students the opportunity to earn a high school diploma through a cooperative agreement between Stanly Community College and Stanly County Schools. Courses follow the North Carolina Department of Public Instruction guidelines. Students are given full credit for any units they have completed in high school, and they complete the units remaining for graduation on a self-paced basis.

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language classes offer nonnative English speakers a chance to learn English and to improve their conversational English skills. Students may also prepare for the U.S. citizenship and TOEFL exams in these classes.

COMPENSATORY EDUCATION (CED)

Compensatory Education classes are designed for mentally handicapped adults. Classes are usually held on-site at facilities for these students and focus on integrating basic academic skills into daily life activities.

HUMAN RESOURCES DEVELOPMENT (HRD)

The mission of the Human Resources Development program is to educate and train individuals for success in the workplace. It is designed for unemployed or underemployed individuals interested in seeking employment or in continuing their education. HRD includes six components in each course: self-assessment, development of a positive self-concept, development of employability, communication, problem-solving skills, and an awareness of information technology in the workplace.

Corporate and Professional Education

CORPORATE AND PROFESSIONAL EDUCATION

The philosophy of the Division of Corporate and Professional Education is one of affording accessible education to those desiring to enhance their personal, professional, intellectual, and cultural growth. The opportunities for lifelong learning include programs and courses designed to meet the needs and interests of the professional, business, industrial, and civic communities.

A primary emphasis of the division is to assist in accelerating the economic development of the College's service area by providing customized instruction in business, industry, and public agencies. Students enroll in these programs to improve occupational credentials and to upgrade job-related skills.

The division is committed to supporting individuals in achieving their fullest potential in our ever-changing world of knowledge and skills. Courses, program offerings, and services are predicated on the idea of enhancing each individual's quality of life.

CLASS LOCATIONS

Many of these classes are held at the Corporate and Professional Education Center on the Stanly Community College campus; others are conducted or may be organized in surrounding communities or within particular businesses or industries throughout Stanly County.

ADMISSION

Admission to continuing/professional education classes is open to individuals 18 years of age or older. Individuals younger than 18 years old who are high school graduates or whose high school class has graduated may also enroll in continuing/professional education courses. High school juniors and seniors, sixteen years of age and older, may enroll with permission from high school officials. Most courses taught through continuing/professional education require no formal education requirements. Anyone interested in attending any continuing/professional education course may call the College for additional information. Applicants are accepted on a first-come, first-served basis.

FEES

Registration fees vary with the type of course offered. Fees are announced in the course schedule that is published for fall and spring semesters and the summer term. The registration fee may be waived for persons 65 years of age or older (except for a self-supporting class when all participants pay the same fee).

Other costs in continuing/professional education classes may include textbooks, computer lab fees, and/or equipment and tools. In a limited number of self-supporting classes and seminars, special fees may be charged.

REFUND STATEMENT

Refunds for continuing/professional education courses are processed on an individual course basis.

Please contact the Corporate and Professional Education Office for additional information regarding the refund policy.

COURSE REPETITION POLICY

Students who enroll in an occupational extension course more than twice within a five-year period must pay full student cost (\$5.16 x total hours) or the current state fee, whichever is higher. This includes senior citizens who enroll more than twice. The provision is waived if course repetition is required by standards governing certification or licensing that are directly job related.

MINIMUM ENROLLMENT REQUIRED

Normally, a course may be offered when a minimum number of persons enroll for the subject. The College reserves the right to cancel any course when an insufficient number of people register.

CONTINUING EDUCATION UNITS

The Southern Association of Colleges and Schools, of which Stanly Community College is an accredited member, has recommended that the Continuing Education Unit (C.E.U.) be used as the basic instrument of measurement for an individual's participation in noncredit classes, courses, and programs. One C.E.U. is defined as ten contact hours of participation in an organized continuing/professional education class. Continuing Education Units are offered for courses that are applicable to professional certification, license renewal, and many professional and occupational courses.

CLASS HOURS

Continuing/professional education classes are normally offered one or two times per week. (The number of weeks will vary depending on the type of class offered.) Class hours vary from one to eight hours per day or evening. Special programs may be scheduled at the convenience of the participants and the College.

OCCUPATIONAL EDUCATION

The division offers vocational, technical, and business courses designed to provide both additional knowledge applicable to the student's present occupation and training for occupations in which skill and knowledge requirements are in transition due to technological advances. These include courses for business and management, fire service training, emergency medical services training, law enforcement training, health occupations, management and supervisory development, and technical and vocational advancement and upgrading.

NEW AND EXPANDING INDUSTRY TRAINING

The division stimulates the creation of challenging and rewarding jobs for the citizens of our area by developing training resources and integrating those resources into a comprehensive education service for both companies new to Stanly County and existing companies involved in major expansion efforts.

IN-PLANT TRAINING

A variety of training courses taught at the client's plant or office is offered by the division. Instructors may be chosen from either the College faculty or the client's staff. Depending on the nature of the training, instruction may be at the employee's work station or at a separate work station. By offering comprehensive on-site instruction, the division assists employees in gaining the required occupational skills as quickly as possible.

FOCUSED INDUSTRY TRAINING PROGRAM

The Focused Industry Training Program serves manufacturing industry through the provision of funding for programs that are of low enrollment and that, consequently, cannot be served through traditional occupational training programs. The program provides needs assessment for the training of skilled and semiskilled workers, consultation and planning assistance to industries related to training needs, and customized training for individual industries or occupational groups.

SMALL BUSINESS DEVELOPMENT CENTER

Now, and in the future, the opportunity for entrepreneurial endeavors will continue to increase. In response, an increasing number of organizations are being formed to aid these small businesses in innovative ways. The division's Small Business Development Center is part of this network in the North Carolina Community College System. The Center helps the local community by providing one-on-one counseling, monitoring the needs of area small businesses, offering classes and seminars to meet those needs, and working with other agencies that provide assistance.

COMMUNITY SERVICE EDUCATION

The division offers classes and programs reflecting the needs and interests of the people we serve. New avenues for personal development, cultural enrichment, and avocational interests are continually introduced to the community. Examples include conversational foreign languages, computers, public speaking, government, history, sewing, stained glass, creative arts, sign language, quilting, and personal development.

MANICURING/NAIL TECHNOLOGY

The Manicuring/Nail Technology program provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualified for employment in beauty and nail salons, as a platform artist, and in related businesses.

Stanly Community College will not certify any student to the State Board of Cosmetic Arts until 300 manicuring contact hours have been completed.

PHLEBOTOMY (NAACLS APPROVED)

Stanly Community College, under approval from the National Accrediting Agency for Clinical Lab Sciences, offers the Phlebotomy program (160 hours) as part of Multilevel Skilled Training. This program is structured to assure that graduates will possess stated career entry competencies established by various professional phlebotomy groups.

Classroom Schedule

The classroom portion of this program consists of 60 hours of lecture.

Clinical Schedule

All clinical objectives will be attained by documentation of the student attending hospital orientation and reading and understanding all pertinent health, safety, and laboratory information systems.

Students in the clinical setting will be assigned to approved and accredited hospitals. Assignments will be according to predetermined schedules of each participating hospital. Each student will be placed with a clinical instructor/preceptor on a ratio of one instructor to three students. Students will be closely monitored at all times. The student will complete a total of 100 hours of supervised clinical experience and will continually meet syllabus requirements.

Contracts and waivers will be assigned throughout this course and will be signed by each student; mandatory checklists will be completed satisfactorily by each student. Each student will complete all checklists for each type of venipuncture procedure mastered. There will be a pass/fail grade given to each student upon completion of the clinical internship period. Clinical grading is separate from didactic training and will be graded separately.

A student must complete successfully both sections of phlebotomy training to complete the program and be eligible for receiving a phlebotomy certificate from the College. Students will be given assignments from their preceptors to obtain by phlebotomy technique appropriate samples needed for clinical laboratory analysis. If the student successfully completes the required phlebotomy procedures before the 100 hours is completed, the student will still be given assignments by his or her preceptor to obtain clinical specimens.

After the required number of procedures and hours have been completed, the student is finished with his or her clinical rotation. The student will have eight weeks to complete the course requirements. Upon satisfactory completion of classroom and clinical requirements, students will be awarded a Stanly Community College certificate and will be eligible to sit for the National Certification examination.

Learning Resources Center

LEARNING RESOURCES CENTER

The Learning Resources Center is located on the first floor of the Snyder Building and consists of library and media services.

Library Services

The library collection of books and audiovisual materials includes over 32,000 volumes and approximately 220 journal and newspaper subscriptions. The library currently provides 16 computers for access to the Internet and several online databases, including NC LIVE. These databases offer access to thousands of articles from more than 5,500 journals, newspapers, magazines, encyclopedias, and over 22,000 electronic books.

The library's automated catalog provides access to the holdings of most of the community colleges in the state, and users may request materials from them through the catalog. Materials are also available through the North Carolina Interlibrary Loan Network.

Two librarians and one technician are available to provide reference, research, and orientation services to all users.

The library is open Monday through Thursday from 7:45 a.m. to 9 p.m. and Friday from 7:45 a.m. to 4 p.m.

Media Services

The Media Services Department provides audiovisual and other media-related services to Stanly Community College and designated community organizations. The staff produces and cablecasts educational, governmental, and community programs for SCC-TV (Time Warner Cable Channel 7). These include regularly scheduled meetings of the Stanly County Commissioners, Stanly County School Board, and Albemarle City Council. SCC-TV also features "SCC: The College and the Community" series, which highlights the College and events going on in the Stanly County community. SCC-TV provides an outlet for delivering educational programs (telecourses) to SCC students on Channel 7 during weekday evening hours.

Media Services provides SCC faculty and staff with audiovisual equipment and gives assistance to students with video class projects. The department supports SCC's Distance Education Initiative through telecourse facilitation and management of the North Carolina Information Highway (NCIH) and IP videoconferencing classrooms. Media Services also conducts various training seminars for faculty and staff members.

Programs of Study

ACCOUNTING

Associate in Applied Science—A25100

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ analyze business transactions for manual or computerized entry of data into accounting records.
- ♦ prepare year-end adjustments and close the accounting books using accrual accounting.
- ♦ prepare financial statements and statement analysis.
- ♦ prepare payroll tax returns that are required of businesses.
- ♦ prepare income tax returns for individuals.
- ♦ analyze, summarize, and report cost accounting data for a manufacturing firm.
- ♦ demonstrate effective oral and written communication skills as a means to accomplish organizational objectives.
- ♦ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Recommended sequence of courses for Accounting curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
ACC 120	Principles of Financial Accounting I	Major	3	2	0	4
BUS 110	Introduction to Business	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						14
Spring Semester (first year)						
ACC 121	Principles of Managerial Accounting	Major	3	2	0	4
ACC 122	Principles of Financial Accounting II	Major	3	0	0	3
BUS 115	Business Law I	Major	3	0	0	3
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
or						
MAT 171	Precalculus Algebra	General	3	0	0	<u>3</u>
						16
Summer Semester (first year)						
	Humanities elective	General				3
	Social/behavioral science elective	General				<u>3</u>
						6

Fall Semester (second year)

ACC 149	Introduction to Accounting Spreadsheets	Major	1	2	0	2
ACC 150	Accounting Software Applications	Major	1	2	0	2
ACC 220	Intermediate Accounting I	Major	3	2	0	4
COE 112	Co-op Work Experience I or ACC/BUS elective	Major				2-3
ECO 251	Principles of Microeconomics	Major	3	0	0	3
	CIS elective	Major				<u>2-3</u>
						15-17

Spring Semester (second year)

ACC 131	Federal Income Taxes	Major	2	2	0	3
ACC 140	Payroll Accounting	Major	1	2	0	2
ACC 151	Accounting Spreadsheet Applications	Major	1	2	0	2
ACC 215	Ethics in Accounting	Major				3
COE 122	Co-op Work Experience II or ACC/BUS elective	Major	0	0	20	2-3
ENG 115	Oral Communications	General	3	0	0	3
	or					
BUS 260	Business Communication	General	3	0	0	3
	or					
BUS 270	Professional Development	General	3	0	0	<u>3</u>
						15-16

TOTAL CREDIT HOURS IN PROGRAM 66-69

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Students will select electives from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACC Electives					
ACC 180	Practices in Bookkeeping	3	0	0	3
ACC 225	Cost Accounting	3	0	0	3
ACC 269	Audit and Assurance Services	3	0	0	3
BUS/COE/ECO/MKT Electives					
BUS 116	Business Law II	3	0	0	3
BUS 121	Business Math	2	2	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 285	Business Management Decisions	2	2	0	3
COE 132	Co-op Work Experience III	0	0	20	2
ECO 252	Principles of Macroeconomics	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3
CIS Electives					
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3
CIS 175	Network Management I	2	2	0	3

Accounting Diploma Option—D25100

Students completing the following courses will receive a diploma in Accounting:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ACC 120	Principles of Financial Accounting I	3	2	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	4
ACC 122	Principles of Financial Accounting II	3	0	0	3
ACC 131	Federal Income Taxes	2	2	0	3
ACC 140	Payroll Accounting	1	2	0	2
ACC 149	Introduction to Accounting Spreadsheets	1	2	0	2
ACC 150	Accounting Software Applications	1	2	0	2
BUS 115	Business Law I	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
or					
MAT 171	Precalculus Algebra	3	0	0	3
	ACC electives				8

Accounting Certificate Option—C25100

Students completing the following courses will receive a certificate in Accounting:

		Hours Per Week			
Course Title		Class	Lab	Work Exp.	Credit Hours
ACC 120	Principles of Financial Accounting I	3	2	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	4
ACC 140	Payroll Accounting	1	2	0	2
*ACC elective					

*Students will select one course from the following list:

		Hours Per Week			
Course Title		Class	Lab	Work Exp.	Credit Hours
ACC 122	Principles of Financial Accounting II	3	0	0	3
ACC 131	Federal Income Taxes	2	2	0	3
ACC 150	Accounting Software Applications	1	2	0	2
ACC 215	Ethics in Accounting	3	0	0	3
ACC 220	Intermediate Accounting I	3	2	0	4
ACC 225	Cost Accounting	3	0	0	3

**ANNIE RUTH KELLEY
ASSOCIATE DEGREE NURSING
(Integrated)
Associate in Applied Science—A45100**

The Annie Ruth Kelley Associate Degree Nursing (integrated) curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings.

Courses will include content related to the nurse's role as a provider of nursing care, as a manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long-term care facilities, clinics, physicians' offices, industry, and community agencies.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ utilize the nursing process to apply concepts and principles from biopsychosocial sciences in providing care for clients of different ages with common and complex health problems.
- ◆ apply principles of communication in functioning as a client care provider and member of the health care and community setting.
- ◆ demonstrate safe performance of entry-level nursing measures.
- ◆ utilize effective leadership abilities in managing the care of clients and groups.
- ◆ practice within the legal and ethical standards of the discipline of nursing.
- ◆ examine trends and issues relevant to nursing and nursing practice.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.
- ◆ demonstrate word processing skills for technological computer communications and applications in various healthcare settings.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office at Stanly Community College an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript from each college, university, or other post-secondary institution attended must be sent to the SCC Admissions Office.

3. Submit evidence of successful completion of high school or college general biology, algebra, and chemistry with a grade of "C" or higher in each course. If these prerequisite courses were not completed in high school, they may be completed at Stanly Community College or other post-secondary institutions. Students completing these courses through SCC's Adult High School program must score 85 or higher in order to receive credit. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to insure that the credits are acceptable.

4. Complete Requirement A or B below:

- (A) Successfully complete the placement test (ASSET) with the following minimum scores: Writing, 45; Reading, 43; Numerical, 43. ADN applicants will also complete the Elementary Algebra section of the ASSET. While there is no minimum score required on the Elementary Algebra section for acceptance to the ADN program, applicants must score 36 or higher in order to enroll in MAT 110—Mathematical Measurement. Applicants scoring below 36 on the Elementary Algebra section may complete the appropriate developmental course(s) for MAT 110. All developmental courses must be completed prior to entering the ADN program.

Associate Degree Nursing applicants who fail to achieve the required minimum scores on the first attempt of the ASSET may retest once during a twelve-month period. Applicants must wait at least three months from their initial test date before retesting or provide documentation of appropriate remedial work since first attempting the ASSET.

When retesting, applicants will retest only on those sections of the test that were not successfully completed on a previous attempt.

Applicants presenting ASSET scores older than five years will be required to retest.

- (B) Complete all general education courses required for the ADN program except BIO 175 (Microbiology). A cumulative GPA of 2.0 is required in all general education courses in the ADN program in order to be considered for acceptance to the ADN program.

If the applicant fails to achieve the above minimum ASSET score, he or she may qualify for admission to the program by completing all general education classes required in the ADN program with the exception of BIO 175. General education classes are those courses whose prefixes begin with ENG, BIO, MAT, PSY, or CIS and include a humanities elective. Completion of BIO 175 (Microbiology) is not required for admission consideration. A cumulative GPA of 2.0 is required in all general education courses in the ADN program in order to be considered for admission. While completing the general education courses, applicants are encouraged to take the ASSET as often as is permitted. An applicant who completes the ASSET with the minimum scores above will be added to the acceptance or waiting list immediately regardless of whether all general education courses have been completed.

Applicants who qualify for admission to the ADN program by completing the general education requirements are responsible for notifying the Stanly Community College Admissions Office in writing after completing the last general education course. Since names are added to the ADN acceptance list on a first-come first-served basis, it is to the applicant's advantage to notify the Admissions Office as soon as possible after completing the general education classes. Official transcripts of the general education courses must be submitted to the SCC Admissions Office before the applicant will be placed on the acceptance or waiting list. In addition, the applicant must have on file with Stanly Community College an active application for admission to the ADN program. That application must indicate the fall semester in which the applicant hopes to enter the ADN program. If that fall semester passes and the applicant has not been accepted to the program, the application then becomes inactive. Another application must be submitted indicating a subsequent fall semester start date.

Note: Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.

ACCEPTANCE PROCEDURE

The Annie Ruth Kelley Associate Degree Nursing program admits a maximum of 50 students each fall semester (30 students on Stanly campus and 20 students on Union campus). Applicants may be conditionally accepted to the program after completing admission requirements 1 and 4 listed above. If the ADN program is full at the time an applicant completes requirements 1 and 4, his or her name will be placed in the next available position on the waiting list.

Applicants who are conditionally accepted will receive a letter informing them of their acceptance. The letter will list any unfulfilled admission requirements and will specify a date by which all admission requirements must be completed. Included in the list will be requirements 2 and 3 above (if not yet completed).

Upon conditional acceptance to the ADN program, the applicant will receive a medical form from the SCC Admissions Office. The medical form must be completed by a licensed physician, physician's assistant, or nurse practitioner and returned to the Admissions Office by the date specified on the applicant's acceptance letter.

Applicants accepted to the ADN program must submit evidence of current certification in CPR and a negative TB skin test. A current TB skin test and CPR certification are required throughout the student's attendance in the ADN program.

WAITING LIST

When an applicant's name is placed on the waiting list, he or she is assigned a number and is notified of the position on the list. Applicants on the waiting list will receive periodic updates from the Admissions Office informing them of their acceptance status. They also receive confirmation notices in which they are asked to confirm their continued intent to enroll in the ADN program. It is imperative that these confirmation notices be returned to the Admissions Office in a timely manner in order to avoid having the applicant's name deleted from the waiting list.

It is also imperative that the College's Admissions Office has a current address and telephone number for each ADN applicant in order to mail waiting list updates and confirmation notices. Any such mailings returned to the College marked "Undeliverable" may result in the applicant's name being deleted from the waiting list.

ADDITIONAL INFORMATION

Applicants to the ADN program are advised to familiarize themselves with all admission requirements for this program of study. If an applicant has any questions regarding these requirements, he or she is encouraged to contact the SCC Admissions Office for clarification.

Applicants should be aware that some clinical affiliates require that students submit an acceptable criminal background check and/or drug screening prior to participation in a clinical component at that site. Students are responsible for paying any costs associated with meeting this clinical site requirement. Progress toward graduation may be jeopardized by any inability to complete the clinical portion of the ADN program.

CRITERIA FOR PROGRESSION

1. For the student to progress in the nursing program, a grade of "C" or higher must be achieved for all nursing and nursing-related courses (courses with prefixes of BIO or MAT). Students earning less than a "C" in a nursing course and/or a related BIO or MAT course will be withdrawn from the nursing program automatically. If a student receives below a "C" (below 80) in the theory component or unsatisfactory in the clinical component of nursing courses involving clinical experience, the theory and clinical grades will not be averaged; and a grade of "F" will be submitted for the overall grade for the course.

Students taking general education courses from another college will be required to present proof of course completion to progress. Students will not be allowed to preregister or register without this transcript information.

The grading scale for all NUR courses is as follows:

- A 94–100
- B 87–93
- C 80–86
- F a score of less than 80 in theory or an unsatisfactory clinical evaluation

2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the nursing faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon review of the professional statement of health submitted by the student, the Associate Dean of the Allied Health Division and the Vice President of Students will determine if the student may continue in the program. The Vice President of Students will notify the student in writing of the decision.
3. In the event that a student's behavior is not consistent with sound nursing practices and/or safety essential to nursing, the faculty, clinical site supervisors, or the Associate Dean of the Allied Health Division have the authority to temporarily remove the student from the clinical, class, or lab setting immediately. If the faculty or the Associate Dean determine that the student has demonstrated behavior that conflicts with sound medical care practices or safety, they may recommend to the Vice President of Students that the student be withdrawn from the class or the program. The Vice President will notify the student in writing of this recommendation and will meet with the student, the faculty, and the Associate Dean to discuss the issue. The Vice President will then reach a decision and inform the student in writing of that decision.

READMISSION FOR STUDENTS FORMERLY ENROLLED IN SCC'S ADN PROGRAM

Students seeking readmission or advanced placement to the Associate Degree Nursing program at Stanly Community College must submit an application for readmission to the Director of Admissions and satisfy the initial admissions requirements of the program. Students will be permitted to reenter the nursing program no more than once.

1. Readmission to the nursing program will be on a space available basis. Qualified applicants will be accepted on a first-come first-served basis. To qualify for readmission or admission in advanced standing, an applicant must submit a properly completed application for admission no later than thirty days preceding his or her intended start date. Only those students whose cumulative GPA is 2.0 or higher at the time of readmission to the program will be considered for readmission.
2. Students must reenter the program in the semester following their last successful NUR course. For example, if a student successfully completes NUR 120 and subsequently withdraws, he or she must reenter the nursing program beginning the semester immediately following NUR 120. Students seeking readmission must reenter the ADN program within twenty-four months following their last semester of enrollment as an ADN student. If more than twenty-four months has elapsed since enrollment in a nursing program, the applicant will not be considered for readmission in advanced standing.
3. All nursing and general education courses required in the semesters preceding the intended point of reentry must be completed satisfactorily.

4. Applicants for readmission will not be required to demonstrate competency in any NUR course previously completed; however, it is strongly recommended that students seeking readmission to the ADN program audit all previously completed NUR courses prior to reentry. (Permission to audit a nursing course must be obtained from the ADN program head prior to registering for the course.)
5. Applicants who have previously submitted a medical form to Stanly Community College will not be required to submit another medical form upon readmission provided the date on the form is no more than one year from the reentry point. Otherwise, a complete physical is required. If a complete physical is required, a blank medical form will be mailed to the applicant upon acceptance for readmission.
6. Current certification in CPR must be submitted prior to reenrollment.

ADVANCED STANDING ADMISSION FOR STUDENTS FORMERLY ENROLLED IN ADN AT OTHER INSTITUTIONS

Applicants for advanced standing admission who have completed nursing course work at institutions other than Stanly Community College must provide the ADN program head with a complete transcript of credits earned at the other institution and a syllabus for each nursing course completed. The ADN program head will review these documents and determine the appropriate beginning point for the applicant.

Students formerly enrolled in ADN at other institutions must complete Stanly Community College's ADN admission requirements and follow the guidelines outlined above for readmission to the program.

CRITERIA FOR GRADUATION

To be eligible for graduation, a student must:

1. Complete all course requirements in the nursing curriculum, earning a grade of "C" or higher in the nursing courses and an overall 2.00 grade point average.
2. Complete an Application for Graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Vice President of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

LICENSURE

1. The nursing faculty must recommend a student as a candidate for the National Council Licensure Examination for Practical Nurses or for Registered Nursing based on academic achievement and professional accountability.
2. The North Carolina Board of Nursing application for licensure includes a criminal background check. Before an individual is allowed to sit for a licensure exam (NCLEX-PN or NCLEX-RN), the application process must be completed. An applicant may then sit for the licensure exam; however, an individual may be denied licensure based on a criminal background check. If the individual has been convicted of a felony or any other crime involving moral turpitude, the NCBON may deny that individual a license even if he or she has passed the NCLEX exam. This process is between the individual and the North Carolina Board of Nursing. The nursing program validates only the successful completion of the program.

Recommended sequence of courses for Annie Ruth Kelley Associate Degree Nursing curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BIO 165	Anatomy and Physiology I	Major	3	3	0	4
MAT 110	Mathematical Measurement	General	2	2	0	3
*NUR 110	Nursing I	Major	5	3	6	8
PSY 150	General Psychology	General	3	0	0	<u>3</u>
						19

* After satisfactory completion of NUR 110, students are eligible to apply for listing on the State Registry for Nurse Assistant I.

Spring Semester (first year)						
BIO 166	Anatomy and Physiology II	Major	3	3	0	4
CIS 110	Introduction to Computers	Other	2	2	0	3
**NUR 120	Nursing II	Major	5	3	6	8
PSY 241	Developmental Psychology	General	3	0	0	<u>3</u>
						18

** After satisfactory completion of NUR 120, students are eligible to apply for Nurse Assistant II with the State Board of Nursing.

Summer Semester (first year)***						
NUR 130	Nursing III	Major	4	3	6	7

*** Entrance point for Licensed Practical Nurses admitted to the second year.

Fall Semester (second year)****						
BIO 175	General Microbiology	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
NUR 210	Nursing IV	Major	5	3	12	<u>10</u>
						16

**** After satisfactory completion of this semester, the student is eligible to receive a diploma and apply for the National Licensure Examination—Practical Nurse (NCLEX-PN).

Spring Semester (second year)						
ENG 113	Literature-Based Research	Major	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
NUR 220	Nursing V	Major	4	3	15	10
	Humanities elective	General				<u>3</u>
						16

TOTAL CREDIT HOURS IN PROGRAM 76

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

**ANNIE RUTH KELLEY
ASSOCIATE DEGREE NURSING
(For Returning Licensed Practical Nurses)
Associate in Applied Science—A45100R**

A Licensed Practical Nurse may receive advanced placement in the Annie Ruth Kelley Associate Degree Nursing program provided space is available. Full-time studies for a returning LPN will commence with summer term and will continue through spring semester of the following year.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ utilize the nursing process to apply concepts and principles from biopsychosocial sciences in providing care for clients of different ages with common and complex health problems.
- ◆ apply principles of communication in functioning as a client care provider and member of the health care and community setting.
- ◆ demonstrate safe performance of entry-level nursing measures.
- ◆ utilize effective leadership abilities in managing the care of clients and groups.
- ◆ practice within the legal and ethical standards of the discipline of nursing.
- ◆ examine trends and issues relevant to nursing and nursing practice.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.
- ◆ demonstrate word processing skills for technological computer communications and applications in various healthcare settings.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office at Stanly Community College an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript from each college, university, or other post-secondary institution attended must be sent to the SCC Admissions Office.

3. Submit evidence of successful completion of high school or college general biology, algebra, and chemistry with a grade of "C" or higher in each course. If these prerequisite courses were not completed in high school, they may be completed at Stanly Community College or other post-secondary institutions. Students completing these courses through SCC's Adult High School program must score 85 or higher in order to receive credit. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to insure that the credits are acceptable.

4. Complete Requirement A or B below:

- (A) Successfully complete the placement test (ASSET) with the following minimum scores: Writing, 45; Reading, 43; Numerical, 43. ADN applicants will also complete the Elementary Algebra section of the ASSET. While there is no minimum score required on the Elementary Algebra section for acceptance to the ADN program, applicants must score 36 or higher in order to enroll in MAT 110—Mathematical Measurement. Applicants scoring below 36 on the Elementary Algebra section may complete the appropriate developmental course(s) for MAT 110. **All developmental courses must be completed prior to entering the ADN program.**

Associate Degree Nursing applicants who fail to achieve the required minimum scores on the first attempt of the ASSET may retest once during a twelve-month period. Applicants must wait at least three months from their initial test date before retesting or provide documentation of appropriate remedial work since first attempting the ASSET. When retesting, applicants will retest only on those sections of the test that were not successfully completed on a previous attempt.

Applicants presenting test scores older than five years will be required to retest.

- (B) Submit to the Admissions Office official transcripts verifying completion of ENG 114 (or ENG 113), CIS 110, and an approved humanities elective with a cumulative GPA of 2.0 or higher. Whether these courses are completed at Stanly Community College or another college, it is the responsibility of the applicant to notify the SCC Admissions Office in writing after these courses are completed.

- 5. Submit evidence of current unrestricted North Carolina or South Carolina licensure as a practical nurse.
- 6. The following courses must be completed if the applicant did not complete the course(s) (or an SCC approved substitute) in his or her practical nursing education program:
 - a. ENG 111—Expository Writing
 - b. MAT 110—Mathematical Measurement (grade of “C” or better required)
 - c. PSY 241—Developmental Psychology

MAT 110 and PSY 241 may be completed simultaneously during the fall term in which the applicant enrolls as an ADN student at Stanly Community College as long as this does not place the student in a credit overload situation. **Early advisement is imperative.**

- 7. Complete NUR 189 (Nursing Transition) with a grade of C or better prior to the first term of enrollment in the ADN program. Credit earned for this course will not apply toward graduation.

Pending space availability, returning LPNs will be conditionally accepted on a first-come first-served basis after completing Requirements 1 and 4 above. All conditions associated with the acceptance must be completed prior to the summer session in which the student officially enters the ADN program. If an applicant is not accepted to the program in the year for which he or she has applied for admission, that applicant must submit another application if he or she wishes to be considered for admission in a subsequent year.

Upon conditional acceptance to the ADN program, the applicant will receive a medical form from the SCC Admissions Office. The medical form must be completed by a licensed physician, physician’s assistant, or nurse practitioner and returned to the Admissions Office by the date specified on the applicant’s acceptance letter.

Applicants accepted to the ADN program must submit evidence of current certification in CPR and a negative TB skin test. A current TB skin test and CPR certification are required throughout the student’s attendance in the ADN program.

ADDITIONAL INFORMATION

It is the responsibility of each ADN applicant to insure that his or her student folder is complete. An applicant may contact the Admissions Office to check on the completeness of his or her folder. An incomplete folder may result in an applicant’s not receiving full consideration for acceptance to the ADN program.

Applicants to the ADN program are advised to familiarize themselves with all admission requirements for this program of study. If an applicant has any questions regarding these requirements, he or she is encouraged to contact the Admissions Office at SCC for clarification.

Recommended sequence of courses for Annie Ruth Kelley Associate Degree Nursing day (for returning LPNs) curriculum:

Course Title		Course Category	Class	Hours Per Week		Credit Hours
				Lab	Clinical	
Summer Semester*						
CIS 110	Introduction to Computers	Other	2	2	0	3
NUR 130	Nursing III	Major	4	3	6	7
						10
Fall Semester						
BIO 175	General Microbiology	Other	2	2	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
NUR 210	Nursing IV	Major	5	3	12	10
						16
Spring Semester						
NUR 220	Nursing V	Major	4	3	15	10
	Humanities elective	General				3
						13

*Entrance point for Licensed Practical Nurses admitted to the second year.

TOTAL CREDIT HOURS IN PROGRAM 39

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

ASSOCIATE IN ARTS

Associate in Arts—A10100

TRANSFER INFORMATION AND STUDENTS' RESPONSIBILITY

The College faculty and counseling staff will work closely with students to plan their transfer programs. The courses in the program are designed to transfer to most private colleges and all colleges in the University of North Carolina System (senior institutions). Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an Associate in Arts (A.A.) degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she *may* transfer before completing the A.A. degree; however, completing the A.A. degree with at least a 2.0 grade point average will increase transferability to the student's college of choice.

Students should follow these guidelines to help them plan during their time at SCC:

1. Consult with the assigned faculty advisor about long-range educational goals and identify senior institutions to target for transfer.
2. Discuss other factors that are important in choosing a senior institution, such as costs, distance from home, institution size, entrance requirements, extracurricular programs, etc.
3. Write and/or visit chosen senior institutions and meet with admissions and financial aid officers and faculty/advisors about goals and course work at SCC.
4. Notify the SCC Director of Counseling Services of goals and plans. This counselor will assist in coordinating the transfer.
5. Continue to consult with the assigned faculty advisor each semester to review progress and to make any adjustments to help achieve transfer goals.
6. Apply to more than one senior institution at the earliest possible date during the second year at Stanly Community College. Application deadline dates vary from one institution to another. See the Director of Counseling Services or the assigned faculty advisor for help with this process.
7. Check by telephone or letter to insure that the completed applications have been received and are under consideration.

Schedules must be individualized according to the senior institution's graduation requirements. *Students should see their academic advisors for a suggested sequence of courses.* Students must meet the senior institution's foreign language and/or health and physical education requirements prior to or after transferring.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ express communications skills by writing effectively in a variety of modes (including research projects) and giving oral presentations.
- ◆ demonstrate problem-solving abilities by use of critical thinking and reasoning skills.
- ◆ demonstrate science and math competencies.
- ◆ identify and describe the different values held by a variety of individuals, institutions, and cultures.
- ◆ demonstrate research and documentation skills by completing research projects using research materials and appropriate documentation styles and formats.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Course requirements for Associate in Arts degree:

Electives selected will be determined by the student's choice of transfer college or institution. The student should see his or her advisor for assistance.

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
ENG 111	Expository Writing	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
or					
HIS 131	American History I	3	0	0	3
	Mathematics requirement	3	0	0	3
	Humanities elective (other than literature)				3
	Social/behavioral science elective				<u>3</u>
					16
Spring Semester (first year)					
ENG 113	Literature-Based Research	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
or					
HIS 132	American History II	3	0	0	3
	Mathematics/Computer requirement				3
	Humanities elective (other than literature)				3
	Social/behavioral science elective				<u>3</u>
					15
Fall Semester (second year)					
	Science requirement				4
	Humanities elective (literature)				3
	Electives				<u>11</u>
					18
Spring Semester (second year)					
	Science requirement				4
	Humanities elective (literature)				3
	Electives				<u>9</u>
					16
TOTAL CREDIT HOURS IN PROGRAM					65

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

The following courses may be counted no more than once for a core requirement:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ENGLISH COMPOSITION (6 semester hours)					
ENG 111	Expository Writing	3	0	0	3
ENG 113	Literature-Based Research	3	0	0	3

HUMANITIES/FINE ARTS (12 semester hours)

Select four courses from at least three of the following disciplines: music, art, drama, foreign language, literature, philosophy, and religion. At least one course must be a literature course.

Humanities

ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
ART 116 Survey of American Art	3	0	0	3
ART 117 Non-Western Art History	3	0	0	3
DRA 111 Theatre Appreciation	3	0	0	3
ENG 231 American Literature I	3	0	0	3
ENG 232 American Literature II	3	0	0	3
ENG 241 British Literature I	3	0	0	3
ENG 242 British Literature II	3	0	0	3
ENG 251 Western World Literature I	3	0	0	3
ENG 252 Western World Literature II	3	0	0	3
FRE 111 Elementary French I (Lab required)	3	0	0	3
FRE 112 Elementary French II (Lab required)	3	0	0	3
FRE 181 French Lab I	0	2	0	1
FRE 182 French Lab II	0	2	0	1
FRE 211 Intermediate French I	3	0	0	3
FRE 212 Intermediate French II	3	0	0	3
HUM 120 Cultural Studies	3	0	0	3
HUM 150 American Women's Studies	3	0	0	3
HUM 160 Introduction to Film	2	2	0	3
MUS 110 Music Appreciation	3	0	0	3
MUS 113 American Music	3	0	0	3
PHI 210 History of Philosophy	3	0	0	3
PHI 215 Philosophical Issues	3	0	0	3
PHI 230 Introduction to Logic	3	0	0	3
PHI 240 Introduction to Ethics	3	0	0	3
REL 110 World Religions	3	0	0	3
REL 112 Western Religions	3	0	0	3
REL 211 Introduction to Old Testament	3	0	0	3
REL 212 Introduction to New Testament	3	0	0	3
REL 221 Religion in America	3	0	0	3
SPA 111 Elementary Spanish I (Lab required)	3	0	0	3
SPA 112 Elementary Spanish II (Lab required)	3	0	0	3
SPA 181 Spanish Lab I	0	2	0	1
SPA 182 Spanish Lab II	0	2	0	1
SPA 211 Intermediate Spanish I	3	0	0	3
SPA 212 Intermediate Spanish II	3	0	0	3

Fine Arts

ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
ART 116 Survey of American Art	3	0	0	3
ART 117 Non-Western Art History	3	0	0	3
DRA 111 Theatre Appreciation	3	0	0	3
HUM 160 Introduction to Film	2	2	0	3
MUS 110 Music Appreciation	3	0	0	3
MUS 113 American Music	3	0	0	3

SOCIAL/BEHAVIORAL SCIENCES (12 semester hours)

Select four courses from at least three of the following disciplines: economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 114	Comparative World History	3	0	0	3
HIS 115	Introduction to Global History	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 239	Psychology of Personality	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 225	Social Diversity	3	0	0	3

COMPUTER/NATURAL SCIENCE/MATHEMATICS (14 semester hours)**Natural Science (8 semester hours):**

BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	1
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHY 151	College Physics I	3	2	0	4
PHY 152	College Physics II	3	2	0	4

Mathematics (6 semester hours):

Select two courses (at least one with MAT prefix) from the following:

CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
MAT 140	Survey of Mathematics	3	0	0	3
MAT 141	Mathematical Concepts I	3	0	0	3
MAT 142	Mathematical Concepts II	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 165	Finite Mathematics	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
MAT 171A	Precalculus Algebra Lab	0	2	0	1
MAT 172	Precalculus Trigonometry	3	0	0	3
MAT 175	Precalculus	4	0	0	4
MAT 263	Brief Calculus	3	0	0	3
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
MAT 273	Calculus III	3	2	0	4

ELECTIVE COURSES (20–21 semester hours)**Fine Arts**

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 116	Survey of American Art	3	0	0	3
ART 117	Non-Western Art History	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 113	American Music	3	0	0	3

Health and Physical Education

HEA 110	Personal Health/Wellness	3	0	0	3
PED 111	Physical Fitness I	0	3	0	1
PED 113	Aerobics I	0	3	0	1
PED 117	Weight Training I	0	3	0	1
PED 120	Walking for Fitness	0	3	0	1
PED 121	Walk, Jog, Run	0	3	0	1
PED 147	Soccer	0	2	0	1
PED 181	Snow Skiing—Beginning	0	2	0	1

Humanities

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 116	Survey of American Art	3	0	0	3
ART 117	Non-Western Art History	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
ENG 125	Creative Writing I	3	0	0	3
ENG 132	Introduction to Drama	3	0	0	3
ENG 134	Introduction to Poetry	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
ENG 251	Western World Literature I	3	0	0	3
ENG 252	Western World Literature II	3	0	0	3
ENG 253	The Bible as Literature	3	0	0	3
ENG 272	Southern Literature	3	0	0	3
FRE 111	Elementary French I (Lab required)	3	0	0	3
FRE 112	Elementary French II (Lab required)	3	0	0	3
FRE 181	French Lab I	0	2	0	1
FRE 182	French Lab II	0	2	0	1
FRE 211	Intermediate French I	3	0	0	3
FRE 212	Intermediate French II	3	0	0	3
HUM 120	Cultural Studies	3	0	0	3
HUM 150	American Women's Studies	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
JOU 110	Introduction to Journalism	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 113	American Music	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
PHI 215	Philosophical Issues	3	0	0	3
PHI 230	Introduction to Logic	3	0	0	3
PHI 240	Introduction to Ethics	3	0	0	3
PHI 250	Philosophy of Science	3	0	0	3
REL 110	World Religions	3	0	0	3
REL 112	Western Religions	3	0	0	3
REL 211	Introduction to Old Testament	3	0	0	3
REL 212	Introduction to New Testament	3	0	0	3
REL 221	Religion in America	3	0	0	3
SPA 111	Elementary Spanish I (Lab required)	3	0	0	3
SPA 112	Elementary Spanish II (Lab required)	3	0	0	3
SPA 141	Culture and Civilization	3	0	0	3
SPA 181	Spanish Lab I	0	2	0	1
SPA 182	Spanish Lab II	0	2	0	1
SPA 211	Intermediate Spanish I	3	0	0	3
SPA 212	Intermediate Spanish II	3	0	0	3

Mathematics

CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
MAT 140	Survey of Mathematics	3	0	0	3
MAT 141	Mathematical Concepts I	3	0	0	3
MAT 142	Mathematical Concepts II	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 165	Finite Mathematics	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
MAT 171A	Precalculus Algebra Lab	0	2	0	1
MAT 172	Precalculus Trigonometry	3	0	0	3

MAT 175	Precalculus	4	0	0	4
MAT 263	Brief Calculus	3	0	0	3
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
MAT 273	Calculus III	3	2	0	4
PHI 230	Introduction to Logic	3	0	0	3
Natural Science					
BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
BIO 120	Introduction to Botany	3	3	0	4
BIO 130	Introduction to Zoology	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	1
BIO 165	Anatomy and Physiology I	3	3	0	4
BIO 166	Anatomy and Physiology II	3	3	0	4
BIO 175	General Microbiology	2	2	0	3
BIO 230	Entomology	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHY 151	College Physics I	3	2	0	4
PHY 152	College Physics II	3	2	0	4
PHS 110	Basic Physical Science	3	2	0	4
Social/Behavioral Sciences					
ACC 120	Principles of Financial Accounting I	3	2	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	4
ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 114	Comparative World History	3	0	0	3
HIS 115	Introduction to Global History	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 165	Twentieth-Century World	3	0	0	3
HIS 221	African American History	3	0	0	3
HIS 228	History of the South	3	0	0	3
HIS 236	North Carolina History	3	0	0	3
HIS 262	Middle East History	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 239	Psychology of Personality	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 263	Educational Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 225	Social Diversity	3	0	0	3
SOC 232	Social Context of Aging	3	0	0	3
SOC 242	Sociology of Deviance	3	0	0	3
Other Required Courses:					
ACA 111	College Student Success	1	0	0	1

Depending upon the senior institution's requirements, some courses may transfer as electives only. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

ASSOCIATE IN SCIENCE

Associate in Science—A10400

TRANSFER INFORMATION AND STUDENTS' RESPONSIBILITY

The College faculty and counseling staff will work closely with students to plan their transfer programs. The courses in the program are designed to transfer to most private colleges and all colleges in the University of North Carolina System (senior institutions). Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an Associate in Science (A.S.) degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she *may* transfer before completing the A.S. degree; however, completing the A.S. degree with at least a 2.0 grade point average will increase transferability to the student's college of choice.

Students should follow these guidelines to help them plan during their time at SCC:

1. Consult with the assigned faculty advisor about long-range educational goals and identify senior institutions to target for transfer.
2. Discuss other factors that are important in choosing a senior institution, such as costs, distance from home, institution size, entrance requirements, extracurricular programs, etc.
3. Write and/or visit chosen senior institutions and meet with admissions and financial aid officers and faculty/advisors about goals and course work at SCC.
4. Notify the SCC Director of Counseling Services of goals and plans. This counselor will assist in coordinating the transfer.
5. Continue to consult with the assigned faculty advisor each semester to review progress and to make any adjustments to help achieve transfer goals.
6. Apply to more than one senior institution at the earliest possible date during the second year at Stanly Community College. Application deadline dates vary from one institution to another. See the Director of Counseling Services or the assigned faculty advisor for help with this process.
7. Check by telephone or letter to insure that the completed applications have been received and are under consideration.

Schedules must be individualized according to the senior institution's graduation requirements. *Students should see their academic advisors for a suggested sequence of courses.* Students must meet the senior institution's foreign language and/or health and physical education requirements prior to or after transferring.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ express communications skills by writing effectively in a variety of modes (including research projects) and giving oral presentations.
- ◆ demonstrate problem-solving abilities by use of critical thinking and reasoning skills.
- ◆ demonstrate science and math competencies.
- ◆ identify and describe the different values held by a variety of individuals, institutions, and cultures.
- ◆ demonstrate research and documentation skills by completing research projects using research materials and appropriate documentation styles and formats.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Course requirements for Associate in Science degree:

Electives selected will be determined by the student's choice of transfer college or institution. The student should see his or her advisor for assistance.

Course Title		Hours Per Week		Work Exp.	Credit Hours
		Class	Lab		
Fall Semester (first year)					
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
	or				
HIS 131	American History I	3	0	0	3
MAT 171	Precalculus Algebra	3	0	0	3
	or				
MAT 175	Precalculus	4	0	0	4
	Science requirement				4
					17-18
Spring Semester (first year)					
ENG 113	Literature-Based Research	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
	or				
HIS 132	American History II	3	0	0	3
	Mathematics requirement	3	0	0	3
	Humanities elective (other than literature)				3
	Science requirement				4
					16
Fall Semester (second year)					
	* Mathematics elective/requirement				3
	Humanities elective (literature)				3
	Science elective				4
	Social Science elective				3
	Elective				2
					15
Spring Semester (second year)					
	Science requirement				4
	Humanities elective				3
	Social Science elective				3
	Humanities elective				3
	Elective				3
					16
TOTAL CREDIT HOURS IN PROGRAM					64-65

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*Associate in Science degree students must consult with their advisors about taking appropriate math courses as electives. Failure to take appropriate math electives may result in a student's being unable to enter the university and/or major of choice.

The following courses may be counted no more than once for a core requirement:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ENGLISH COMPOSITION (6 semester hours)					
ENG 111	Expository Writing	3	0	0	3
ENG 113	Literature-Based Research	3	0	0	3

HUMANITIES/FINE ARTS (12 semester hours)

Select four courses from at least three of the following disciplines: music, art, drama, foreign language, literature, philosophy, and religion. At least one course must be a literature course.

Humanities

ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
ART 116 Survey of American Art	3	0	0	3
DRA 111 Theatre Appreciation	3	0	0	3
ENG 231 American Literature I	3	0	0	3
ENG 232 American Literature II	3	0	0	3
ENG 241 British Literature I	3	0	0	3
ENG 242 British Literature II	3	0	0	3
ENG 251 Western World Literature I	3	0	0	3
ENG 252 Western World Literature II	3	0	0	3
FRE 111 Elementary French I (Lab required)	3	0	0	3
FRE 112 Elementary French II (Lab required)	3	0	0	3
FRE 211 Intermediate French I	3	0	0	3
FRE 212 Intermediate French II	3	0	0	3
HUM 120 Cultural Studies	3	0	0	3
HUM 150 American Women's Studies	3	0	0	3
HUM 160 Introduction to Film	2	2	0	3
MUS 110 Music Appreciation	3	0	0	3
MUS 113 American Music	3	0	0	3
PHI 210 History of Philosophy	3	0	0	3
PHI 215 Philosophical Issues	3	0	0	3
PHI 230 Introduction to Logic	3	0	0	3
PHI 240 Introduction to Ethics	3	0	0	3
REL 110 World Religions	3	0	0	3
REL 112 Western Religions	3	0	0	3
REL 211 Introduction to Old Testament	3	0	0	3
REL 212 Introduction to New Testament	3	0	0	3
REL 221 Religion in America	3	0	0	3
SPA 111 Elementary Spanish I (Lab required)	3	0	0	3
SPA 112 Elementary Spanish II (Lab required)	3	0	0	3
SPA 181 Spanish Lab I	0	2	0	1
SPA 182 Spanish Lab II	0	2	0	1
SPA 211 Intermediate Spanish I	3	0	0	3
SPA 212 Intermediate Spanish II	3	0	0	3

Fine Arts

ART 111 Art Appreciation	3	0	0	3
ART 114 Art History Survey I	3	0	0	3
ART 115 Art History Survey II	3	0	0	3
ART 116 Survey of American Art	3	0	0	3
DRA 111 Theatre Appreciation	3	0	0	3
HUM 160 Introduction to Film	2	2	0	3
MUS 110 Music Appreciation	3	0	0	3
MUS 113 American Music	3	0	0	3

SOCIAL/BEHAVIORAL SCIENCES (12 semester hours)

Select four courses from at least three of the following disciplines: economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

ANT 220 Cultural Anthropology	3	0	0	3
ANT 221 Comparative Cultures	3	0	0	3
ECO 251 Principles of Microeconomics	3	0	0	3
ECO 252 Principles of Macroeconomics	3	0	0	3

GEO 112	Cultural Geography	3	0	0	3
HIS 114	Comparative World History	3	0	0	3
HIS 115	Introduction to Global History	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 239	Psychology of Personality	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 225	Social Diversity	3	0	0	3

COMPUTER/SCIENCE/MATHEMATICS (15-18 semester hours)**Natural Science (8 semester hours):**

BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	1
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHY 151	College Physics I	3	2	0	4
PHY 152	College Physics II	3	2	0	4

Mathematics (7-10 semester hours):

MAT 175	Precalculus	4	0	0	4
or					
MAT 171	Precalculus Algebra	3	0	0	3
and					
MAT 172	Precalculus Trigonometry	3	0	0	3

Select one course from the following:

CIS 115	Introduction to Programming and Logic	2	2	0	3
MAT 151	Statistics I	3	0	0	3
MAT 165	Finite Mathematics	3	0	0	3
MAT 172	Precalculus Trigonometry	3	0	0	3
MAT 263	Brief Calculus	3	0	0	3
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
MAT 273	Calculus III	3	2	0	4

ELECTIVE COURSES (16-19 semester hours)**Fine Arts**

ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 116	Survey of American Art	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 113	American Music	3	0	0	3

Health and Physical Education

HEA 110	Personal Health/Wellness	3	0	0	3
PED 111	Physical Fitness I	0	3	0	1
PED 113	Aerobics I	0	3	0	1
PED 117	Weight Training I	0	3	0	1
PED 120	Walking for Fitness	0	3	0	1
PED 121	Walk, Jog, Run	0	3	0	1

PED 147	Soccer	0	2	0	1
PED 181	Snow Skiing—Beginning	0	2	0	1
Humanities					
ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ART 116	Survey of American Art	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
ENG 125	Creative Writing I	3	0	0	3
ENG 132	Introduction to Drama	3	0	0	3
ENG 134	Introduction to Poetry	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
ENG 251	Western World Literature I	3	0	0	3
ENG 252	Western World Literature II	3	0	0	3
ENG 253	The Bible as Literature	3	0	0	3
ENG 272	Southern Literature	3	0	0	3
FRE 111	Elementary French I (Lab required)	3	0	0	3
FRE 112	Elementary French II (Lab required)	3	0	0	3
FRE 181	French Lab I	0	2	0	1
FRE 182	French Lab II	0	2	0	1
FRE 211	Intermediate French I	3	0	0	3
FRE 212	Intermediate French II	3	0	0	3
HUM 120	Cultural Studies	3	0	0	3
HUM 150	American Women's Studies	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
JOU 110	Introduction to Journalism	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 113	American Music	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
PHI 215	Philosophical Issues	3	0	0	3
PHI 230	Introduction to Logic	3	0	0	3
PHI 240	Introduction to Ethics	3	0	0	3
PHI 250	Philosophy of Science	3	0	0	3
REL 110	World Religions	3	0	0	3
REL 112	Western Religions	3	0	0	3
REL 211	Introduction to Old Testament	3	0	0	3
REL 212	Introduction to New Testament	3	0	0	3
REL 221	Religion in America	3	0	0	3
SPA 111	Elementary Spanish I (Lab required)	3	0	0	3
SPA 112	Elementary Spanish II (Lab required)	3	0	0	3
SPA 141	Culture and Civilization	3	0	0	3
SPA 181	Spanish Lab I	0	2	0	1
SPA 182	Spanish Lab II	0	2	0	1
SPA 211	Intermediate Spanish I	3	0	0	3
SPA 212	Intermediate Spanish II	3	0	0	3
Mathematics					
CIS 115	Introduction to Programming and Logic	2	2	0	3
MAT 140	Survey of Mathematics	3	0	0	3
MAT 141	Mathematical Concepts I	3	0	0	3
MAT 142	Mathematical Concepts II	3	0	0	3
MAT 151	Statistics I	3	0	0	3
MAT 165	Finite Mathematics	3	0	0	3
MAT 171A	Precalculus Algebra Lab	0	2	0	1
MAT 172	Precalculus Trigonometry	3	0	0	3
MAT 175	Precalculus	4	0	0	4
MAT 263	Brief Calculus	3	0	0	3
MAT 271	Calculus I	3	2	0	4
MAT 272	Calculus II	3	2	0	4
MAT 273	Calculus III	3	2	0	4
PHI 230	Introduction to Logic	3	0	0	3

Natural Science

BIO 111	General Biology I	3	3	0	4
BIO 112	General Biology II	3	3	0	4
BIO 120	Introduction to Botany	3	3	0	4
BIO 130	Introduction to Zoology	3	3	0	4
BIO 140	Environmental Biology	3	0	0	3
BIO 140A	Environmental Biology Lab	0	3	0	1
BIO 165	Anatomy and Physiology I	3	3	0	4
BIO 166	Anatomy and Physiology II	3	3	0	4
BIO 175	General Microbiology	2	2	0	3
BIO 230	Entomology	3	3	0	4
CHM 151	General Chemistry I	3	3	0	4
CHM 152	General Chemistry II	3	3	0	4
PHS 110	Basic Physical Science	3	2	0	4
PHY 151	College Physics I	3	2	0	4
PHY 152	College Physics II	3	2	0	4

Social/Behavioral Sciences

ACC 120	Principles of Financial Accounting I	3	2	0	4
ACC 121	Principles of Managerial Accounting	3	2	0	4
ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ECO 252	Principles of Macroeconomics	3	0	0	3
GEO 112	Cultural Geography	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 165	Twentieth-Century World	3	0	0	3
HIS 221	African American History	3	0	0	3
HIS 228	History of the South	3	0	0	3
HIS 236	North Carolina History	3	0	0	3
HIS 262	Middle East History	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 239	Psychology of Personality	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 263	Educational Psychology	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3
SOC 225	Social Diversity	3	0	0	3
SOC 232	Social Context of Aging	3	0	0	3

Other Required Courses:

ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3

Depending upon the senior institution's requirements, some courses may transfer as electives only. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

BASIC LAW ENFORCEMENT TRAINING

Certificate—C55120

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments or with private enterprise.

This program utilizes state commission mandated topics and methods of instruction. General subjects include but are not limited to criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs Education and Training Standards Commission.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate an understanding of North Carolina criminal law, juvenile law, motor vehicle law, controlled substance law, civil law, and alcoholic beverage control law.
- ◆ demonstrate proficiency in defensive tactics, drive training, physical fitness, firearms training, and law enforcement patrol techniques.
- ◆ describe proper criminal investigation and accident investigation procedures.
- ◆ demonstrate an understanding of first responder techniques.
- ◆ perform proper custody procedures.
- ◆ demonstrate an understanding of laws of arrest, search, and seizure.
- ◆ apply proper court procedures.
- ◆ demonstrate effective oral and written communication skills.

Course requirement for BLET certificate:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
First Semester						
CJC 100	Basic Law Enforcement Training	Major	8	30	0	18
TOTAL CREDIT HOURS IN PROGRAM						18

BIOMEDICAL EQUIPMENT TECHNOLOGY

Associate in Applied Science—A50100

The Biomedical Equipment Technology curriculum prepares individuals to install, operate, troubleshoot, and repair sophisticated devices and instrumentation used in the health care delivery system. Emphasis is placed on preventive and safety inspections to ensure biomedical equipment meets local and national safety standards.

Course work provides a strong foundation in mathematics, physics, electronics, chemistry, anatomy, physiology, and troubleshooting techniques. People skills are very important, as well as the ability to communicate both in written and oral form. A biomedical equipment technician is a problem solver.

Graduates should qualify for employment opportunities in hospitals, clinics, clinical laboratories, shared service organizations, and manufacturers' field service. With an A.A.S. degree and two years of experience, an individual should be able to become a certified Biomedical Equipment Technician.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate an understanding of the role of a Biomedical Equipment Technician in the patient care environment.
- ◆ demonstrate an understanding of modern techniques used to perform preventive maintenance and safety inspections on patient care equipment.
- ◆ demonstrate an understanding of documenting, reporting, and tracking patient care equipment as required by the Authority Having Jurisdiction (AHJ).
- ◆ demonstrate proper troubleshooting techniques when dealing with a variety of patient care equipment.
- ◆ demonstrate the ability to verbally troubleshoot patient care equipment through proper communication with other health care professionals.
- ◆ demonstrate the ability to navigate a piece of patient care equipment by use of a manufacturer's service manual.
- ◆ demonstrate the proper use of common test equipment.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.
- ◆ demonstrate computer and networking competencies as appropriate to medical equipment.

ADDITIONAL INFORMATION

Applicants should be aware that some clinical affiliates require that students submit an acceptable criminal background check and/or drug screening prior to participation in a clinical component at that site. Students are responsible for paying any costs associated with meeting this clinical site requirement. Progress toward graduation may be jeopardized by any inability to complete the clinical portion of the Biomedical Equipment Technology program.

Recommended sequence of courses for Biomedical Equipment Technology curriculum:

			Hours Per Week			Credit Hours
			Class	Lab	Work Exp.	
Course Title			Course Category			
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BIO 161	Introduction to Human Biology	Major	3	0	0	3
BMT 111	Introduction to Biomedical Field	Major	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
	Humanities elective	General				<u>3</u>
						14
Spring Semester (first year)						
ELC 131	DC/AC Circuit Analysis	Major	4	3	0	5
ELE 131A	DC/AC Circuit Analysis Lab	Major	0	3	0	1
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 121	Algebra and Trigonometry I	General	2	2	0	3
	or					
MAT 171	Precalculus Algebra	General	3	0	0	3
PSY 118	Interpersonal Psychology	General	3	0	0	<u>3</u>
						15

Summer Semester (first year)

BMT 113	Medical Electronics	Major	3	4	0	5
ELN 133	Digital Electronics	Major	3	3	0	<u>4</u>
						9

Fall Semester (second year)

BMT 211	Biomedical Measurements	Major	2	2	0	3
BMT 212	BMET Instrumentation I	Major	3	6	0	6
BMT 223	Imaging Techniques/Laser Fundamentals	Major	3	2	0	4
ELN 232	Introduction to Microprocessors	Major	3	3	0	<u>4</u>
						17

Spring Semester (second year)

BMT 112	Hospital Safety Standards	Major	2	2	0	3
BMT 213	BMET Instrumentation II	Major	2	3	0	3
BMT 225	Biomedical Troubleshooting	Major	1	4	0	3
COE 112	Co-op Work Experience I	Major	0	0	20	2
COE 115	Work Experience Seminar I	Major	1	0	0	<u>1</u>
						12

TOTAL CREDIT HOURS IN PROGRAM 68

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

BUSINESS ADMINISTRATION
Associate in Applied Science—A25120

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ apply microeconomic and macroeconomic concepts as a basis for understanding our economy.
- ◆ use mathematics and problem-solving methods as a systematic method of problem solving.
- ◆ demonstrate effective oral and written communication skills as a means to accomplish organizational objectives in the business environment.
- ◆ utilize microcomputer software to develop, modify, reproduce, and present data as a basis for analysis and decision making.
- ◆ understand and apply the planning, organizing, directing, and controlling functions of management.
- ◆ use effective financial management techniques including a business plan.
- ◆ analyze and develop organizational strategies.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Recommended sequence of courses for Business Administration curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
ACC 120	Principles of Financial Accounting I	Major	3	2	0	4
BUS 110	Introduction to Business	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						14
Spring Semester (first year)						
ACC 121	Principles of Managerial Accounting II	Major	3	2	0	4
BUS 115	Business Law I	Major	3	0	0	3
BUS 240	Business Ethics	Major	3	0	0	3
ENG 113	Literature-Based Research	General	3	0	0	3
	or					
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
	or					
MAT 171	Precalculus Algebra	General	3	0	0	<u>3</u>
						16
Summer Semester (first year)						
	Humanities elective	General				3
	Social/behavioral science elective	General				<u>3</u>
						6

Fall Semester (second year)

ACC 149	Introduction to Accounting Spreadsheets	Major	1	2	0	2
BUS 137	Principles of Management	Major	3	0	0	3
COE 112	Co-op Work Experience I or BUS elective	Major				2-3
ECO 251	Principles of Microeconomics	Major	3	0	0	3
	Business elective	Major				3
	CIS elective	Major				2-3
						<u>15-17</u>

Spring Semester (second year)

ACC 131	Federal Income Taxes	Major	2	2	0	3
BUS 153	Human Resource Management	Major	3	0	0	3
COE 122	Co-p Work Experience II or BUS elective	Major				2-3
ENG 115	Oral Communications	General	3	0	0	3
	or					
BUS 260	Business Communication	General	3	0	0	3
	or					
BUS 270	Professional Development	General	3	0	0	3
MKT 120	Principles of Marketing	Major	3	3	0	3
						<u>14-15</u>

TOTAL CREDIT HOURS IN PROGRAM 65-68

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*Students will select 6 credit hours from the following list of courses:

Course Title		Hours Per Week		Work Exp.	Credit Hours
		Class	Lab		
BUS/MKT Electives					
BUS 121	Business Math	2	2	0	3
BUS 151	People Skills	3	0	0	3
BUS 217	Employment Law and Regulations	3	0	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 234	Training and Development	3	0	0	3
BUS 235	Performance Management	3	0	0	3
BUS 238	Integrated Management	3	0	0	3
BUS 253	Leadership and Management Skills	3	0	0	3
BUS 255	Organizational Behavior in Business	3	0	0	3
BUS 260	Business Communication	3	0	0	3
BUS 270	Professional Development	3	0	0	3
MKT 221	Consumer Behavior	3	0	0	3
MKT 223	Customer Service	3	0	0	3
CIS/COE Electives					
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 147	Operating Systems—Windows™	2	2	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
COE 112	Co-op Work Experience I	0	0	20	2
COE 122	Co-op Work Experience II	0	0	20	2

Business Administration Diploma Option—D25120

Students completing the following courses will receive a diploma in Business Administration:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ACC 120	Principles of Financial Accounting I	3	2	0	4
ACC 131	Federal Income Taxes	2	2	0	3
ACC 149	Introduction to Accounting Spreadsheets	1	2	0	2
BUS 115	Business Law I	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
BUS 153	Human Resource Management	3	0	0	3
COE 112	Co-op Work Experience I	0	0	20	2
or					
	Elective from list				2-3
CIS 110	Introduction to Computers	2	2	0	3
ECO 251	Principles of Microeconomics	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
or					
MAT 171	Precalculus Algebra	3	0	0	3
MKT 120	Principles of Marketing	3	0	0	3

Business Administration Certificate Options

Students completing the following courses will receive a certificate in Business Administration (C25120):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
BUS 121	Business Math	2	2	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 270	Professional Development	3	0	0	3
BUS 240	Business Ethics	3	0	0	3

Students completing the following courses will receive a certificate in Business Administration—Human Resources (C25120H):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
BUS 153	Human Resource Management	3	0	0	3
BUS 217	Employment Law and Regulations	3	0	0	3
BUS 234	Training and Development	3	0	0	3
BUS 235	Performance Management	3	0	0	3

Students completing the following courses will receive a certificate in Business Administration—Leadership and Management (C25120L):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
BUS 137	Principles of Management	3	0	0	3
BUS 238	Integrated Management	3	0	0	3
BUS 253	Leadership and Management Skills	3	0	0	3
BUS 255	Organizational Behavior in Business	3	0	0	3

CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY

Diploma—D45140

The Cardiovascular Interventional Technology curriculum teaches students to use specialized equipment to visualize vascular structures and to assist physicians in diagnostic and interventional procedures. *Individuals entering this curriculum must be registered or registry-eligible Radiologic Technologists by the ARRT.*

The technologist, through academic and clinical studies, is prepared to provide quality patient care and professional communication skills while performing scheduled and emergency angiographic studies utilizing sterile technique, advanced radiographic and specialty equipment, and radiation protection techniques.

Graduates of this program may be eligible to sit for the American Registry of Radiologic Technologists Advanced Level Examination in Cardiovascular Interventional Technology. Technologists may find employment in medical facilities where vascular, cardiovascular, and/or interventional imaging procedures are performed.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate appropriate evaluation of requisition and patient preparation.
- ◆ demonstrate appropriate preparation of supplies and maintenance of equipment.
- ◆ demonstrate appropriate administration of medication (oral, IM, IV, IA, subcutaneous).
- ◆ demonstrate appropriate monitoring of patient's conditions during procedures and appropriate follow-up patient care.
- ◆ demonstrate appropriate general procedural tasks including Universal Precautions.
- ◆ demonstrate appropriate image processing and evaluation of resulting images based on proper anatomical part(s), radiographic techniques, film (image) identification and/or other identification, and collimation and filtration.
- ◆ communicate effectively in the work place.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office at SCC an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office. College transcripts must include ENG 111—Expository Writing or the equivalent.

3. Submit verification of registry as a Radiologic Technician—RT (R). Evidence of registry-eligible status is acceptable in lieu of RT (R).
4. Submit to the CIT program head a properly completed medical form (supplied by the SCC Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician, physician's assistant, or nurse practitioner and received in the program head's office by the due date specified on the applicant's letter of acceptance.
6. After acceptance to the program, submit to the CIT program head current CPR certification. Current CPR certification is required throughout the student's attendance in the CIT program.

Note: Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.

Acceptance Procedure

The CIT program accepts a maximum of ten students each year. Applicants are accepted on a first-come, first-served basis. Once the program is filled, applicants are added to a waiting list and are offered acceptance as space becomes available.

Recommended sequence of courses for Cardiovascular Interventional Technology curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
First Semester						
BIO 271	Pathophysiology	General	1	2	0	2
CIT 211	Patient Care	Major	3	0	0	3
CIT 214	Cardiac Procedures	Major	3	0	0	3
CIT 230	CIT Clinical Practicum I	Major	0	0	27	9
						17
Second Semester						
CIT 212	Cardio Equipment and Supplies	Major	2	0	0	2
CIT 213	Radiographic Pharmacology	Major	1	0	0	1
CIT 224	Vascular Imaging II	Major	3	0	0	3
CIT 240	CIT Clinical Practicum II	Major	0	0	21	7
						13
Third Semester						
ACA 220	Professional Transition	Major	1	0	0	1
CIT 250	CIT Clinical Practicum III	Major	0	0	24	8
CIT 260	CIT Topics	Major	2	0	0	2
ENG 114	Professional Research and Reporting	General	3	0	0	3
						14
TOTAL CREDIT HOURS IN PROGRAM						44

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

COMPUTER ENGINEERING TECHNOLOGY

Associate in Applied Science—A40160

The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, wired and wireless networks, and microprocessor and computer controlled equipment. It includes training in both hardware and software, with emphasis on operating systems concepts, data security, and data recovery.

Course work includes mathematics, physics, electronics, digital circuits, and programming, with emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications.

Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate an understanding of basic electronic components, semiconductor devices, and digital integrated circuits in various electronic systems.
- ◆ use basic test equipment and measuring instruments in troubleshooting equipment.
- ◆ demonstrate an understanding of the administration and support of Local Area Network systems.
- ◆ troubleshoot, upgrade, and repair personal computers and peripheral devices.
- ◆ demonstrate a proficient understanding of Windows operating systems for the purpose of technical support and repair/upgrade of personal computers.
- ◆ demonstrate a proficient understanding of the concepts of data recovery and data wiping.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.
- ◆ pass industry certifications related to the current operating system and networking technologies.
- ◆ demonstrate effective oral and written communication skills.

Recommended sequence of courses for Computer Engineering Technology curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
DFT 151	CAD I	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	3
NET 112	Security Fundamentals and Policies	Major	3	0	0	3
	Humanities elective	General	3	0	0	<u>3</u>
						16
Spring Semester (first year)						
CIS 130	Survey of Operating Systems	Major	2	3	0	3
ELC 131	DC/AC Circuit Analysis	Major	4	3	0	5
ELC 131A	DC/AC Circuit Analysis Lab	Major	0	3	0	1
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 121	Algebra and Trigonometry I	General	2	2	0	3
	or					
MAT 171	Precalculus Algebra	General	3	0	0	<u>3</u>
						15
Summer Semester (first year)						
ELN 131	Electronic Devices	Major	3	3	0	4
ELN 133	Digital Electronics	Major	3	3	0	4
MAT 122	Algebra and Trigonometry II	General	2	2	0	3
	or					
MAT 172	Precalculus Trigonometry	General	3	0	0	<u>3</u>
						11

Fall Semester (second year)

CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
CIS 174	Network System Manager I	Major	2	2	0	3
ELN 232	Introduction to Microprocessors	Major	3	3	0	4
PHY 131	Physics—Mechanics	Major	3	2	0	4
*Elective(s) from list		Major				<u>3</u>
						17

Spring Semester (second year)

CET 211	Computer Upgrade/Repair II	Major	2	3	0	3
CSC 134	C++ Programming	Major	2	3	0	3
or						
CSC 139	Visual BASIC Programming	Major	2	3	0	3
NET 110	Data Communication/Networking	Major	2	2	0	3
*Elective(s) from list		Major				2
Social/behavioral science elective		General				<u>3</u>
						14

TOTAL CREDIT HOURS IN PROGRAM 73

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

MAT 171 and MAT 172 should be taken by students desiring to transfer to a four-year institution.

* Students will select 5 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CET 110	Introduction to CET	0	3	0	1
CIS 217	Computer Training and Support	2	2	0	3
COE 111	Co-op Work Experience I	0	0	10	1
COE 121	Co-op Work Experience II	0	0	10	1
ELC 116	Telecom Cabling	1	2	0	2
ELN 245	Computer Peripherals	3	6	0	5
NET 125	Routing and Switching I	1	4	0	3
NET 175	Wireless Technology	2	2	0	3
SEL 193	Selected Topics in Home Technology Integration	2	2	0	3

Computer Engineering Technology Certificate Option—C40160

Students completing the following courses will receive a certificate in Computer Engineering Technology:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CET 211	Computer Upgrade/Repair II	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3

COMPUTER PROGRAMMING

Associate in Applied Science—A25130

The Computer Programming curriculum prepares individuals for employment as computer programmers and related positions through study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations.

Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve.

Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, software developers, computer operators, systems technicians, database specialists, computer specialists, software specialists, or information systems managers.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ utilize latest system software in the marketplace and businesses and application software such as word processing, spreadsheets, databases, and multimedia presentations.
- ♦ pass multiple MOUS (Microsoft Office User Specialist), CNA (Certified Network Administrator), and other certification examinations.
- ♦ do entry level coding in several programming languages such as BASIC, Visual BASIC, C++, JAVA, and RPG II using good programming techniques and be able to solve problems, generate reports, etc.
- ♦ design a system from start to completion on a small scale.
- ♦ demonstrate effective oral and written communication skills.

Recommended sequence of courses for Computer Programming curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
CIS 115	Introduction to Programming and Logic	Major	2	2	0	3
CIS 172	Introduction to the Internet	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	3
OST 131	Keyboarding	Major	1	2	0	<u>2</u>
						15
Spring Semester (first year)						
ACC 120	Principles of Financial Accounting I	Major	3	2	0	4
CIS 130	Survey of Operating Systems	Major	2	3	0	3
CSC 134	C++ Programming	Major	2	3	0	3
CSC 139	Visual BASIC Programming	Major	2	3	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	<u>3</u>
						16
Summer Semester (first year)						
CIS 174	Network System Manager I	Major	2	2	0	3
NET 110	Data Communication/Networking	Major	2	2	0	3
	Social/behavioral elective	General				<u>3</u>
						9
Fall Semester (second year)						
CIS 152	Database Concepts and Applications	Major	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
CSC 234	Advanced C++	Major	2	3	0	3
CSC 239	Advanced Visual BASIC	Major	2	3	0	3
MAT 140	Survey of Mathematics	General	3	0	0	<u>3</u>
						13

Spring Semester (second year)

CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
COE 121	Co-op Work Experience II	Major	0	0	10	1
	*CSC elective from list	Major				3
	Humanities elective	General				3
	**Major elective from list	Major				<u>3</u>
						13

TOTAL CREDIT HOURS IN PROGRAM 66

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*Students will select 3 credit hours from the following list of CSC electives:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CSC 138	RPG Programming	2	3	0	3
CSC 148	Java Programming	2	3	0	3
CSC 160	Introduction to Internet Programming	2	3	0	3

**Students will select 3 credit hours from the following list of major electives:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CIS 153	Database Application	2	2	0	3
CIS 154	Database Utilization	1	2	0	2
CIS 157	Database Programming	2	2	0	3
CIS 246	Operating System—UNIX	2	2	0	3
CIS 286	Systems Analysis and Design	3	0	0	3
CSC 238	Advanced RPG	2	3	0	3
CSC 248	Advanced Internet Programming	2	3	0	3
NET 260	Internet Development and Support	3	0	0	3

Computer Programming Diploma Option—D25130

Students completing the following courses will receive a diploma in Computer Programming:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CSC 134	C++ Programming	2	3	0	3
CSC 139	Visual BASIC Programming	2	3	0	3
CSC 234	Advanced C++	2	3	0	3
CSC 239	Advanced Visual BASIC	2	3	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
NET 110	Data Communication/Networking	2	2	0	3

Computer Programming Certificate Options

Students completing the following courses will receive a certificate in Computer Programming/C++ Language Concentration—C25130C:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CSC 134	C++ Programming	2	3	0	3
CSC 234	Advanced C++	2	3	0	3

Students completing the following courses will receive a certificate in Computer Programming/RPG Language Concentration—C25130R:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CSC 138	RPG Programming	2	3	0	3
CSC 238	Advanced RPG	2	3	0	3

Students completing the following courses will receive a certificate in Computer Programming/Visual BASIC Language Concentration—C25130V:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CSC 139	Visual BASIC Programming	2	3	0	3
CSC 239	Advanced Visual BASIC	2	3	0	3

COSMETOLOGY

Associate in Applied Science—A55140

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multicultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ determine needs and preferences of clients in order to safely and competently deliver services as they relate to cosmetology services.
- ◆ demonstrate the proper practices of manicuring, pedicuring, nail application, facials, shampooing, massage and scalp treatment, hair cutting and styling, hair coloring and hair lightening, chemically restructuring hair, and wig services.
- ◆ interact and communicate successfully with coworkers as part of a working team.
- ◆ practice cosmetology art within the ethical and legal framework of the profession.
- ◆ understand basic skills of marketing, small business management, and maintaining records.
- ◆ demonstrate the ability to read, understand, and complete safe and effective use of a wide range of cosmetology products.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

BEGINNER'S DEPARTMENT

Students shall spend 300 hours in this department before entering the advanced department and shall not work on members of the public during this 300 hours. The hours earned in this department shall be devoted to Cosmetology Study and Mannequin Practice (first semester).

ADVANCED DEPARTMENT

The hours earned in the Advanced Department shall be devoted to the studies and live model performance completions. Work in this department may be done on the public. Students with fewer than 300 hours shall not work in this department.

COSMETOLOGY 1,200-HOUR APPRENTICE/CERTIFICATE PROGRAM—C55140

Students successfully completing this program are required to pass the state board exam and work under the supervision of a licensed cosmetologist for 800 hours before being issued a cosmetologist license. Students successfully completing the following courses and 1,500 cosmetology contact hours will receive a certificate:

COS 111	COS 115
COS 112	COS 116
COS 113	COS 223 or COS 240
COS 114	

COSMETOLOGY 1,500-HOUR DIPLOMA PROGRAM—D55140

Students successfully completing the following courses and 1,500 cosmetology contact hours will receive a diploma:

COS 111	COS 116
COS 112	COS 117
COS 113	COS 118
COS 114	ENG 114
COS 115	MAT 140 or BIO 140 and BUS 121

COSMETOLOGY ASSOCIATE IN APPLIED SCIENCE DEGREE—A55140

66 semester hours and 1,500 cosmetology contact hours

Additional coursework required:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester						
ACA 111	College Student Success	Other	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
	*Elective from list	Major				3
	Humanities elective	General				<u>3</u>
						13
Spring Semester						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
	or					
BIO 140	Environmental Biology	General	3	0	0	3
	and					
BUS 121	Business Math	General	2	2	0	3
	*Elective from list	Major				3
	Social/behavioral science elective	General				<u>3</u>
						12
TOTAL CREDIT HOURS IN PROGRAM						66

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

* Students will select 6 credit hours from the following list of courses:

BUS 151	People Skills	3	0	0	3
BUS 230	Small Business Management	3	0	0	3
BUS 270	Professional Development	3	0	0	3
COE 113	Co-op Work Experience I	0	0	30	3
COE 123	Co-op Work Experience II	0	0	30	3
COS 223	Contemporary Hair Coloring	1	3	0	2
COS 240	Contemporary Design	1	3	0	2
COS 250	Computerized Salon Operations	1	0	0	1

The Stanly Community College Cosmetology Department will not certify any student to the State Board of Cosmetic Arts unless all graduation requirements are successfully completed.

TRANSFER STUDENTS

The College reserves the right to test the student in any subjects missed in the Cosmetology curriculum due to transfer from another cosmetology curriculum. Tests to determine proficiency may be written, oral, laboratory, or any combination of these. Credits earned in this evaluation may qualify the student for advanced standing.

Returning students may be requested to demonstrate proficiencies as determined by the program head.

COSMETOLOGY INSTRUCTOR
Certificate—C55160

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts.

Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

Graduates of the program may be employed as cosmetology instructors in public or private education and business.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ plan and develop varying instructional materials and teaching aids.
- ♦ apply effective teaching practices and methods of instruction to all types of learners.
- ♦ develop, construct, and evaluate classroom tests as well as alternative methods of testing.
- ♦ apply effective methods of behavior management.

Recommended sequence of courses for Cosmetology Instructor curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
First Semester						
COS 271	Instructor Concepts I	Major	5	0	0	5
COS 272	Instructor Practicum I	Major	0	21	0	<u>7</u>
						12
Second Semester						
COS 273	Instructor Concepts II	Major	5	0	0	5
COS 274	Instructor Practicum II	Major	0	21	0	<u>7</u>
						12
TOTAL CREDIT HOURS IN PROGRAM						24

CRIMINAL JUSTICE TECHNOLOGY

Associate in Applied Science—A55180

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ apply course work to the fields of law enforcement, courts, and corrections.
- ◆ apply modern techniques of criminal investigation and criminalistics.
- ◆ apply criminal law, constitutional law, juvenile law, and criminal procedures to "real world" situations.
- ◆ apply contemporary principles in criminal justice.
- ◆ apply contemporary theories in criminology.
- ◆ demonstrate effective oral and written communication skills.
- ◆ examine the relationship between criminal justice agencies and the citizens.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Recommended sequence of courses for Criminal Justice Technology curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
CJC 111	Introduction to Criminal Justice	Major	3	0	0	3
CJC 113	Juvenile Justice	Major	3	0	0	3
*CJC 131	Criminal Law	Major	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	3
PSY 150	General Psychology	General	3	0	0	<u>3</u>
						16
Spring Semester (first year)						
CIS 110	Introduction to Computers	Other	2	2	0	3
CJC 112	Criminology	Major	3	0	0	3
CJC 141	Corrections	Major	3	0	0	3
**COE 111	Co-op Work Experience I	Major	0	0	10	1
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
or						
MAT 171	Precalculus Algebra	General	3	0	0	3
or						
BIO 140	Environmental Biology	General	3	0	0	3
and						
BUS 121	Business Math	General	2	2	0	<u>3</u>
						16-19
Summer Semester (first year)						
CJC 222	Criminalistics	Major	3	0	0	3
	Social/behavioral science elective	General				<u>3</u>
						6

Fall Semester (second year)

*CJC 132	Court Procedure and Evidence	Major	3	0	0	3
CJC 212	Ethics and Community Relations	Major	3	0	0	3
CJC 215	Organization and Administration	Major	3	0	0	3
*CJC 231	Constitutional Law	Major	3	0	0	3
**COE 121	Co-op Work Experience II	Major	0	0	10	1
**COE 131	Co-op Work Experience III	Major	0	0	10	1
						14

Spring Semester (second year)

CJC 121	Law Enforcement Operations	Major	3	0	0	3
or						
CJC 241	Community-Based Corrections	Major	3	0	0	3
CJC 213	Substance Abuse	Major	3	0	0	3
*CJC 221	Investigative Principles	Major	3	2	0	4
PSY 281	Abnormal Psychology	Major	3	0	0	3
	Humanities elective	General				3
						16

TOTAL CREDIT HOURS IN PROGRAM 68-71

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*Students successfully completing Basic Law Enforcement Training (BLET) will receive credit for the following Criminal Justice courses: CJC 131, CJC 132, CJC 221, and CJC 231. These students must be eligible for BLET certification.

**Law Enforcement Operations (CJC 121) may be substituted for Co-op Work Experience (COE 111, COE 121, and COE 131).

Criminal Justice Technology Diploma Option—D55180

Students completing the following courses will receive a diploma in Criminal Justice Technology:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CJC 111	Introduction to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 113	Juvenile Justice	3	0	0	3
CJC 131	Criminal Law	3	0	0	3
CJC 132	Court Procedure and Evidence	3	0	0	3
CJC 141	Corrections	3	0	0	3
CJC 212	Ethics and Community Relations	3	0	0	3
CJC 213	Substance Abuse	3	0	0	3
CJC 221	Investigative Principles	3	2	0	4
CJC 231	Constitutional Law	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
PSY 150	General Psychology	3	0	0	3

Criminal Justice Technology Certificate Options

Students completing the following courses will receive a certificate in Criminal Justice Technology—Corrections (C55180C):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CJC 111	Introduction to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 113	Juvenile Justice	3	0	0	3
CJC 141	Corrections	3	0	0	3
CJC 212	Ethics and Community Relations	3	0	0	3

Students completing the following courses will receive a certificate in Criminal Justice Technology—Law Enforcement (C55180L):

		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CJC 111	Introduction to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 131	Criminal Law	3	0	0	3
CJC 132	Court Procedure and Evidence	3	0	0	3
CJC 212	Ethics and Community Relations	3	0	0	3

EARLY CHILDHOOD ASSOCIATE

Associate in Applied Science—A55220

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-aged programs.

Students must have completed First Aid and CPR certifications prior to graduation.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ promote overall child development in the intellectual, language, social, emotional, physical, and self-image areas through planning and presentation of developmentally appropriate activities.
- ◆ organize indoor and outdoor learning centers for safe and healthy care and education of various developmental levels of children aged 0 to 8 years.
- ◆ carry out responsibilities related to the overall functioning of the children's program in staffing, assignment of classroom responsibilities, equipment and supply inventory, and evaluation.
- ◆ communicate effectively with coworkers and parents about aspects of the children's program, child behavior and guidance, and available human resource agencies.
- ◆ value membership in professional organizations and participate in professional development opportunities for personal growth and job-related skills.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Criteria for Progression:

For the student to graduate from the Early Childhood Associate program, a grade of "C" or higher must be achieved for all courses with an EDU prefix.

Recommended sequence of courses for Early Childhood Associate curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
EDU 119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU 144	Child Development I	Major	3	0	0	3
EDU 146	Child Guidance	Major	3	0	0	3
EDU 151	Creative Activities	Major	3	0	0	3
EDU 188	Issues in Early Childhood Education	Major	2	0	0	<u>2</u>
						16
Spring Semester (first year)						
CIS 110	Introduction to Computers	Other	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
COE 115	Work Experience Seminar I	Major	1	0	0	1
EDU 131	Child, Family, and Community	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 282	Early Childhood Literature	Major	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						17

Summer Semester (first year)

EDU 153	Health, Safety, and Nutrition	Major	3	0	0	3
EDU 253	Music for Children	Major	1	2	0	2
	*Optional course from Professional Business and Management list	Major				<u>2</u>
						7

Fall Semester (second year)

EDU 252	Math and Science Activities	Major	3	0	0	3
ENG 113	Literature-Based Research	Major	3	0	0	3
	or					
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
	or					
**BUS 121	Business Math	General	2	2	0	3
PSY 150	General Psychology	General	3	0	0	3
	*Optional courses from Professional Business and Management list	Major				<u>2</u>
						14

Spring Semester (second year)

• #BIO 140	Environmental Biology	General	3	0	0	3
EDU 221	Children With Exceptionalities	Major	3	0	0	3
EDU 234	Infants, Toddlers, and Twos	Major	3	0	0	3
EDU 261	Early Childhood Administration I	Major	2	0	0	2
	Humanities elective	General				3
	*Optional courses from Professional Business and Management list	Major				<u>2</u>
						16

TOTAL CREDIT HOURS IN PROGRAM 70

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

* Professional Business and Management Option (6 credit hours):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
♦ COE 121	Co-Op Work Experience II	0	0	10	1
♦ COE 125	Work Experience Seminar II	1	0	0	1
♦ COE 131	Co-Op Work Experience III	0	0	10	1
COE 135	Work Experience Seminar III	1	0	0	1
EDU 171	Instructional Media	1	2	0	2
EDU 216	Introduction to Education	3	2	0	4
EDU 259	Curriculum Planning	3	0	0	3
EDU 262	Early Childhood Administration II	3	0	0	3
EDU 263	Developing a School-Aged Program	2	0	0	2

♦ Students may be required to complete COE 121, COE 125, COE 131, and COE 135.

**To fulfill the Natural Science/Mathematics elective, students taking the BUS 121 option will be required to complete BIO 140.

• Students may take BIO 141A—Environmental Biology Lab option.

#Students not taking BIO 140 will be required to complete 3 credit hours from the Professional Business and Management Option list.

Early Childhood Associate Diploma Option—D55220

Students completing the following courses will receive a diploma in Early Childhood Associate:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
COE 111	Co-op Work Experience I	0	0	10	1
COE 115	Work Experience Seminar I	1	0	0	1
EDU 119	Introduction to Early Childhood Education	4	0	0	4
EDU 131	Child, Family, and Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 221	Children With Exceptionalities	3	0	0	3
EDU 253	Music for Children	1	2	0	2
EDU 282	Early Childhood Literature	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
ENG 113	Literature-Based Research	3	0	0	3
or					
ENG 114	Professional Research and Reporting	3	0	0	3
PSY 150	General Psychology	3	0	0	3
	Humanities elective				3

Early Childhood Associate Certificate Options

Students completing the following courses will receive a certificate in Early Childhood Associate (C55220):

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
EDU 144	Child Development I	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 252	Math and Science Activities	3	0	0	3
EDU 253	Music for Children	1	2	0	2
EDU 282	Early Childhood Literature	3	0	0	3

Students completing the following courses will receive a certificate in Early Childhood Associate—Administration Advanced Certificate (C55220A):

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 261	Early Childhood Administration I	2	0	0	2
EDU 262	Early Childhood Administration II	3	0	0	3
EDU 263	Developing a School-Aged Program	2	0	0	2
EDU 282	Early Childhood Literature	3	0	0	3

A North Carolina Early Childhood Administration credential will be awarded upon completion of this certificate with the addition of Level I approved portfolio activities.

EARLY CHILDHOOD ASSOCIATE
Special Education Concentration
Associate in Applied Science—A5522A

Special Education is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares individuals to work with children with special needs from infancy through middle childhood in special education learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes special education classes in addition to growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. The student will have supervised cooperative education seminars in a special education classroom.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-aged programs.

Students must have completed First Aid and CPR certifications prior to graduation.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ promote overall child development in the intellectual, language, social, emotional, physical, and self-image areas through planning and presentation of developmentally appropriate activities for children with special needs.
- ◆ organize indoor and outdoor learning centers for safe and healthy care and education of various developmental levels of children with special needs.
- ◆ communicate effectively with coworkers and parents about aspects of the children's program, child behavior and guidance, and available human resource agencies.
- ◆ value membership in professional organizations and participate in professional development opportunities for personal growth and job-related skills.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Criteria for Progression:

For the student to graduate from the Early Childhood Associate program, a grade of "C" or higher must be achieved for all courses with an EDU prefix.

Recommended sequence of courses for Early Childhood Associate/Special Education Concentration curriculum:

			Hours Per Week			Credit Hours
Course Title		Course Category	Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
EDU 119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU 144	Child Development I	Major	3	0	0	3
EDU 146	Child Guidance	Major	3	0	0	3
EDU 147	Behavior Disorders	Major	3	0	0	3
EDU 151	Creative Activities	Major	3	0	0	<u>3</u>
						17
Spring Semester (first year)						
CIS 110	Introduction to Computers	Other	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
COE 115	Work Experience Seminar I	Major	1	0	0	1
EDU 145	Child Development II	Major	3	0	0	3
EDU 247	Physical Disabilities	Major	3	0	0	3
EDU 282	Early Childhood Literature	Major	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						17

Summer Semester (first year)

EDU 221	Children With Exceptionalities	Major	3	0	0	3
EDU 253	Music for Children	Major	1	2	0	<u>2</u>
						5

Fall Semester (second year)

EDU 248	Mental Retardation	Major	2	2	0	3
ENG 113	Literature-Based Research	Major	3	0	0	3
	or					
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
	or					
**BUS 121	Business Math	General	2	2	0	3
PSY 150	General Psychology	General	3	0	0	3
	*Optional courses from electives list	Major				<u>2</u>
						14

Spring Semester (second year)

• #BIO 140	Environmental Biology	General	3	0	0	3
EDU 131	Child, Family, and Community	Major	3	0	0	3
EDU 148	Learning Disabilities	Major	4	2	0	5
	Humanities elective	General				3
	*Optional courses from electives list	Major				<u>3</u>
						17

TOTAL CREDIT HOURS IN PROGRAM 70

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*Students will select 5 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
♦ COE 121	Co-op Work Experience II	0	0	10	1
♦ COE 125	Work Experience Seminar II	1	0	0	1
♦ COE 131	Co-op Work Experience III	0	0	10	1
♦ COE 135	Work Experience Seminar III	1	0	0	1
EDU 153	Health, Safety, and Nutrition	3	0	0	3
EDU 157	Active play	2	2	0	3
EDU 216	Introduction to Education	3	2	0	4

♦ Students may be required to complete COE 121, COE 125, COE 131, and COE 135.

**To fulfill the Natural Science/Mathematics elective, students taking the BUS 121 option will be required to complete BIO 140.

• Students may take BIO 141A—Environmental Biology Lab option.

#Students not taking BIO 140 will be required to complete 3 credit hours from the options list.

Early Childhood Associate/Special Education Concentration Diploma Option—D5522A

Students completing the following courses will receive a diploma in Early Childhood Associate/Special Education Concentration:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ACA 111 College Student Success		1	0	0	1
COE 111 Co-op Work Experience I		0	0	10	1
COE 115 Work Experience Seminar I		1	0	0	1
COE 121 Co-op Work Experience II		0	0	10	1
COE 125 Work Experience Seminar II		1	0	0	1
EDU 119 Introduction to Early Childhood Education		4	0	0	4
EDU 131 Child, Family, and Community		3	0	0	3
EDU 144 Child Development I		3	0	0	3
EDU 146 Child Guidance		3	0	0	3
EDU 147 Behavior Disorders		3	0	0	3
EDU 148 Learning Disabilities		4	2	0	5
EDU 221 Children With Exceptionalities		3	0	0	3
EDU 247 Physical Disabilities		3	0	0	3

Early Childhood Associate/Special Education Concentration Certificate Options

Students completing the following courses will receive a certificate in Early Childhood Associate/Special Education Concentration—Exceptional Children (C5522AE):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
COE 111 Co-op Work Experience I		0	0	10	1
COE 115 Work Experience Seminar I		1	0	0	1
EDU 144 Child Development I		3	0	0	3
EDU 147 Behavior Disorders		3	0	0	3
EDU 148 Learning Disabilities		3	0	0	3
EDU 247 Physical Disabilities		3	0	0	3

Students completing the following courses will receive a certificate in Early Childhood Associate/Special Education Concentration—Mental Retardation (C5522AM):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
COE 111 Co-op Work Experience I		0	0	10	1
COE 115 Work Experience Seminar I		1	0	0	1
EDU 144 Child Development I		3	0	0	3
EDU 145 Child Development II		3	0	0	3
EDU 221 Children With Exceptionalities		3	0	0	3
EDU 248 Mental Retardation		2	2	0	3

EARLY CHILDHOOD ASSOCIATE

Teacher Associate Concentration—A5522B

Teacher Associate is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares individuals to work with children from early through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes childhood growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-aged programs.

Students must have completed First Aid and CPR certifications prior to graduation.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ promote overall child development in the intellectual, language, social, emotional, physical, and self-image areas through planning and presentation of developmentally appropriate activities for elementary school children.
- ◆ organize indoor and outdoor learning centers for safe and healthy care and education of various developmental levels of children aged 5 to 12 years.
- ◆ communicate effectively with coworkers and parents about aspects of the children's program, child behavior and guidance, and available human resource agencies.
- ◆ value membership in professional organizations and participate in professional development opportunities for personal growth and job-related skills.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Criteria for Progression:

For the student to graduate from the Early Childhood Associate program, a grade of "C" or higher must be achieved for all courses with an EDU prefix.

Recommended sequence of courses for Early Childhood Associate/Teacher Associate Concentration curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
EDU 118	Teacher Associate Principles and Practices	Major	3	0	0	3
EDU 119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU 144	Child Development I	Major	3	0	0	3
EDU 146	Child Guidance	Major	3	0	0	3
EDU 151	Creative Activities	Major	3	0	0	<u>3</u>
						17
Spring Semester (first year)						
CIS 110	Introduction to Computers	Major	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
COE 115	Work Experience Seminar I	Major	1	0	0	1
EDU 145	Child Development II	Major	3	0	0	3
EDU 186	Reading and Writing Methods	Major	3	0	0	3
EDU 282	Early Childhood Literature	Major	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						17

Summer Semester (first year)

EDU 235	School-Aged Development and Programs	Major	2	0	0	2
EDU 275	Effective Teacher Training	Major	2	0	0	2
*Optional courses from electives list						<u>2</u>
						6

Fall Semester (second year)

COE 121	Co-op Work Experience II	Major	0	0	10	1
EDU 285	Internship Experience—School Aged	Major	1	0	0	1
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
or						
**BUS 121	Business Math	General	2	2	0	3
PSY 150	General Psychology	General	3	0	0	3
*Optional courses from electives list						<u>5</u>
						16

Spring Semester (second year)

• #BIO 140	Environmental Biology	General	3	0	0	3
EDU 131	Child, Family, and Community	Major	3	0	0	3
EDU 221	Children With Exceptionalities	Major	3	0	0	3
Humanities elective		General				3
*Optional courses from electives list						<u>3</u>
						15

TOTAL CREDIT HOURS IN PROGRAM 71

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*Students will select 10 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
♦ COE 131	Co-op Work Experience III	0	0	10	1
♦ COE 135	Work Experience Seminar III	1	0	0	1
EDU 153	Health, Safety, and Nutrition	3	0	0	3
EDU 157	Active Play	2	2	0	3
EDU 171	Instructional Media	1	2	0	2
EDU 185	Cognitive and Language Activities	3	0	0	3
EDU 252	Math and Science Activities	3	0	0	3
EDU 253	Music for Children	1	2	0	2
EDU 263	Developing a School-Aged Program	2	0	0	2

♦ Students may be required to complete COE 131 and COE 135.

**To fulfill the Natural Science/Mathematics elective, students taking the BUS 121 option will be required to complete BIO 140.

• Students may take BIO 141A—Environmental Biology Lab option.

#Students not taking BIO 140 will be required to complete 3 credit hours from the options list.

Early Childhood Associate/Teacher Associate Concentration Diploma Option—D5522B

Students completing the following courses will receive a diploma in Early Childhood Associate/Teacher Associate Concentration:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ACA 111 College Student Success		1	0	0	1
COE 111 Co-op Work Experience I		0	0	10	1
COE 115 Work Experience Seminar I		1	0	0	1
COE 121 Co-op Work Experience II		0	0	10	1
EDU 118 Teacher Associate Principles and Practices		3	0	0	3
EDU 119 Introduction to Early Childhood Education		4	0	0	4
EDU 131 Child, Family, and Community		3	0	0	3
EDU 144 Child Development I		3	0	0	3
EDU 145 Child Development II		3	0	0	3
EDU 146 Child Guidance		3	0	0	3
EDU 186 Reading and Writing Methods		3	0	0	3
EDU 221 Children With Exceptionalities		3	0	0	3
EDU 235 School-Aged Development and Programs		2	0	0	2
EDU 275 Effective Teacher Training		2	0	0	2
EDU 282 Early Childhood Literature		3	0	0	3
EDU 285 Internship Experience—School Aged		1	0	0	1
ENG 111 Expository Writing		3	0	0	3
ENG 113 Literature-Based Research		3	0	0	3
or					
ENG 114 Professional Research and Reporting		3	0	0	3
PSY 150 General Psychology		3	0	0	3
Electives (5 semester hours from list below)					5
Electives:					
EDU 151 Creative Activities		3	0	0	3
EDU 157 Active Play		2	2	0	3
EDU 171 Instructional Media		1	2	0	2
EDU 252 Mathematics and Science Activities		3	0	0	3
EDU 253 Music for Children		1	2	0	2
EDU 263 Developing a School-Aged Program		2	0	0	2

Early Childhood Associate/Teacher Associate Concentration Certificate Option—C5522B

Students completing the following courses will receive a certificate in Early Childhood Associate/Teacher Associate Concentration:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
EDU 145 Child Development II		3	0	0	3
EDU 146 Child Guidance		3	0	0	3
EDU 171 Instructional Media		1	2	0	2
EDU 185 Cognitive and Language Activities		3	0	0	3
EDU 235 School-Aged Development and Programs		2	0	0	2
EDU 275 Effective Teacher Training		2	0	0	2

ELECTRONICS ENGINEERING TECHNOLOGY

Associate in Applied Science—A40200

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify development and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems.

A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems.

Special emphasis is placed on computer literacy, computer-aided design (CAD), data communications, electronic communications systems (telecommunications), as well as industrial controls (Programmable Logic Controller), microprocessor systems, and industrial control transducers. On-line (Internet) experience is also an integral part of the EET program as much of the course work provides hands-on laboratory experiments that often include accessing the web.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ use basic test equipment including analog and digital volt-ohm-amp meters, oscilloscope, clamp-on ammeter, digital logic probe, and logic analyzer.
- ◆ demonstrate a theoretical and hands-on understanding of basic analog electronics involving the diode, bipolar junction transistor, various field effect transistors, op amps, SCRs, triacs, and diacs.
- ◆ describe and analyze basic combinational and sequential digital logic circuits.
- ◆ demonstrate a theoretical and hands-on understanding of basic microprocessor circuitry and the software that controls it.
- ◆ examine basic AC and DC motors and their controls including troubleshooting relay controls.
- ◆ apply theory and an understanding of Programmable Logic Controllers including simple programming tasks, wiring, and troubleshooting.
- ◆ describe and analyze computer networks, topology, management, system components, and testing.
- ◆ demonstrate an understanding of data communications systems, modulation, encoding, and commonly used codes (ASCII).
- ◆ utilize the Internet to find technical information.
- ◆ demonstrate effective oral and written communication skills.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Recommended sequence of courses for Electronics Engineering Technology curriculum:

			Hours Per Week			Credit Hours
Course Title		Course Category	Class	Lab	Work Exp.	
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
DFT 151	CAD I	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	3
	Humanities elective	General				<u>3</u>
						13

Spring Semester (first year)

ELC 131	DC/AC Circuit Analysis	Major	4	3	0	5
ELC 131A	DC/AC Circuit Analysis Lab	Major	0	3	0	1
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 121	Algebra and Trigonometry I	General	2	2	0	3
or						
MAT 171	Precalculus Algebra	General	3	0	0	3
	Social/behavioral science elective	General				<u>3</u>
						15

Summer Semester (first year)

ELN 131	Electronic Devices	Major	3	3	0	4
ELN 133	Digital Electronics	Major	3	3	0	4
MAT 122	Algebra and Trigonometry II	General	2	2	0	3
or						
MAT 172	Precalculus Trigonometry	General	3	0	0	<u>3</u>
						11

Fall Semester (second year)

ELN 132	Linear IC Applications	Major	3	3	0	4
ELN 232	Introduction to Microprocessors	Major	3	3	0	4
PHY 131	Physics—Mechanics	Major	3	2	0	4
	*Electives from list	Major				<u>3</u>
						15

Spring Semester (second year)

ELN 234	Communication Systems	Major	3	3	0	4
	*Electives from list	Major				<u>7</u>
						14

TOTAL CREDIT HOURS IN PROGRAM 65

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

MAT 171 and MAT 172 should be taken by students desiring to transfer to a four-year institution.

*Students will select 10 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ATR 213	Programmable Controllers	3	3	0	4
CET 111	Computer Upgrade/Repair I	2	3	0	3
COE 112	Co-op Work Experience I	0	0	20	2
ELC 113	Basic Wiring I	2	6	0	4
ELC 116	Telecom Cabling	1	2	0	2
ELC 117	Motors and Controls	2	6	0	4
ELN 236	Fiber Optics and Lasers	3	2	0	3
ELN 247	Electronic Applications Project	1	3	0	2
ISC 112	Industrial Safety	2	0	0	2
NET 110	Data Communication/Networking	2	2	0	3

Electronics Engineering Technology Diploma Option—D40200

Students completing the following courses will receive a diploma in Electronics Engineering Technology:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
DFT 151	CAD I	2	3	0	3
ELC 131	DC/AC Circuit Analysis	4	3	0	5
ELN 131	Electronic Devices	3	3	0	4
ELN 132	Linear IC Applications	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
ELN 232	Introduction to Microprocessors	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
MAT 121	Algebra and Trigonometry I	2	2	0	3
or					
MAT 171	Precalculus Algebra	3	0	0	3
PHY 131	Physics—Mechanics	3	2	0	4

Electronics Engineering Technology Certificate Option—C40200

Students completing the following courses will receive a certificate in Electronics Engineering Technology:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ELC 131	DC/AC Circuit Analysis	4	3	0	5
ELN 131	Electronic Devices	3	3	0	4
ELN 133	Digital Electronics	3	3	0	4
MAT 121	Algebra and Trigonometry I	2	2	0	3
or					
MAT 171	Precalculus Algebra	3	0	0	3

EMERGENCY MEDICAL SCIENCE

Associate in Applied Science—A45340

The Emergency Medical Science curriculum is designed to prepare graduates to enter the work force as paramedics. Additionally, the program can provide an associate degree for individuals desiring an opportunity for career enhancement.

The course of study provides the student an opportunity to acquire basic and advanced life support knowledge and skills by utilizing classroom instruction, practical laboratory sessions, hospital clinical experience, and field internships with emergency medical service agencies.

Students progressing through the program may be eligible to apply for both state and national certification exams. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions, and government agencies.

This program is a collaborative effort between Stanly Community College and Montgomery Community College.

Note: Clinical internships in the Emergency Medical Science program are supervised by an instructor and an on-site resource person. Students do not receive monetary compensation for their internship experiences.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ be eligible to apply for both state and national certification exams.
- ♦ be employed in areas such as ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions, and government agencies.
- ♦ demonstrate effective oral and written communication skills.
- ♦ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Recommended sequence of courses for Emergency Medical Science curriculum:

DAY PROGRAM

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
BIO 165	Anatomy and Physiology I	General	3	3	0	4
CIS 110	Introduction to Computers	Major	2	2	0	3
EMS 110	EMT—Basic	Major	5	6	0	7
ENG 111	Expository Writing	General	3	0	0	3
MAT 171	Precalculus Algebra	General	3	0	0	3
						<u>3</u>
						20
Spring Semester (first year)						
BIO 166	Anatomy and Physiology II	General	3	3	0	4
EMS 120	Intermediate Interventions	Major	2	3	0	3
EMS 121	EMS Clinical Practicum I	Major	0	0	6	2
EMS 130	Pharmacology I for EMS	Major	1	3	0	2
EMS 131	Advanced Airway Management	Major	1	2	0	2
ENG 114	Professional Research and Reporting	General	3	0	0	3
						<u>3</u>
						16
Summer Semester (first year)						
EMS 150	Emergency Vehicles and EMS Communications	Major	1	3	0	2
EMS 221	EMS Clinical Practicum II	Major	0	0	9	3
EMS 230	Pharmacology II for EMS	Major	1	3	0	2
EMS 235	EMS Management	Major	2	0	0	2
EMS 270	Life Span Emergencies	Major	2	2	0	3
						<u>3</u>
						12
Fall Semester (second year)						
EMS 220	Cardiology	Major	2	6	0	4
EMS 231	EMS Clinical Practicum III	Major	0	0	9	3
EMS 240	Special Needs Patients	Major	1	2	0	2
EMS 250	Advanced Medical Emergencies	Major	2	3	0	3
PSY 150	General Psychology	General	3	0	0	3
						<u>3</u>
						15

Spring Semester (second year)

EMS 140	Rescue Scene Management	Major	1	3	0	2
EMS 210	Advanced Patient Assessment	Major	1	3	0	2
EMS 241	EMS Clinical Practicum IV	Major	0	0	9	3
EMS 260	Advanced Trauma Emergencies	Major	1	3	0	2
EMS 285	EMS Capstone	Major	1	3	0	2
ENG 233	Major American Writers	General	3	0	0	3
or						
REL 221	Religion in America	General	3	0	0	3
or						
	Humanities elective	General				<u>3</u>
						14

TOTAL CREDIT HOURS IN PROGRAM 77

EVENING PROGRAM

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
BIO 165	Anatomy and Physiology I	General	3	3	0	4
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
PSY 150	General Psychology	General	3	0	0	<u>3</u>
						13
Spring Semester (first year)						
BIO 166	Anatomy and Physiology II	General	3	3	0	4
EMS 110	EMT—Basic	Major	5	6	0	7
MAT 171	Precalculus Algebra	General	3	0	0	<u>3</u>
						14
Summer Semester (first year)						
EMS 150	Emergency Vehicles and EMS Communications	Major	1	3	0	2
ENG 114	Professional Research and Reporting	General	3	0	0	<u>3</u>
						5
Fall Semester (second year)						
EMS 120	Intermediate Interventions	Major	2	3	0	3
EMS 121	EMS Clinical Practicum I	Major	0	0	6	2
EMS 130	Pharmacology I for EMS	Major	1	3	0	2
EMS 131	Advanced Airway Management	Major	1	2	0	<u>2</u>
						9
Spring Semester (second year)						
EMS 210	Advanced Patient Assessment	Major	1	3	0	2
EMS 230	Pharmacology II for EMS	Major	1	3	0	2
EMS 250	Advanced Medical Emergencies	Major	2	3	0	3
ENG 233	Major American Writers	General	3	0	0	3
or						
REL 221	Religion in America	General	3	0	0	3
or						
	Humanities elective	General				<u>3</u>
						10
Summer Semester (second year)						
EMS 221	EMS Clinical Practicum II	Major	0	0	9	3
EMS 235	EMS Management	Major	2	0	0	2
EMS 240	Special Needs Patients	Major	1	2	0	<u>2</u>
						7
Fall Semester (third year)						
EMS 140	Rescue Scene Management	Major	1	3	0	2
EMS 220	Cardiology	Major	2	6	0	4
EMS 231	EMS Clinical Practicum III	Major	0	0	9	<u>3</u>
						9

Spring Semester (third year)

EMS 241	EMS Clinical Practicum IV	Major	0	0	9	3
EMS 260	Advanced Trauma Emergencies	Major	1	3	0	2
EMS 270	Life Span Emergencies	Major	2	2	0	3
EMS 285	EMS Capstone	Major	1	3	0	<u>2</u>
						10

TOTAL CREDIT HOURS IN PROGRAM 77

EMERGENCY MEDICAL SCIENCE BRIDGING OPTION

A bridging option is available in the Emergency Medical Science degree program for incoming students who are currently certified at the EMT-Paramedic level. The bridging program gives student credit for life experiences through certifications. EMS bridging students who meet the following criteria will receive credit for their experiences: (1) have obtained Paramedic certification from the National Registry of North Carolina, (2) have 4,200 hours of patient care time at the Paramedic level, and (3) have the following certifications: Basic Cardiac Life Support—Health Care Provider (BCLS), Advanced Cardiac Life Support—Provider (ACLS), and Prehospital Trauma Life Support (PHTLS) and/or Basic Trauma Life Support (BTLS).

Qualified bridging students will receive credit for the following courses:

EMS 110	EMT—Basic	EMS 230	Pharmacology II for EMS
EMS 120	Intermediate Interventions	EMS 231	EMS Clinical Practicum III
EMS 121	EMS Clinical Practicum I	EMS 240	Special Needs Patients
EMS 130	Pharmacology I for EMS	EMS 241	EMS Clinical Practicum IV
EMS 131	Advanced Airway Management	EMS 250	Advanced Medical Emergencies
EMS 140	Rescue Scene Management	EMS 260	Advanced Trauma Emergencies
EMS 150	Emergency Vehicles and EMS Communications	EMS 270	Life Span Emergencies
EMS 220	Cardiology	EMS 285	EMS Capstone
EMS 221	EMS Clinical Practicum II		

EMS bridging students must take all general education courses required in the Emergency Medical Science degree program and the following EMS courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
EMS 210	Advanced Patient Assessment	1	3	0	2
EMS 235	EMS Management	2	0	0	3
EMS 280	EMS Bridging	2	2	0	3

ESTHETICS TECHNOLOGY
Certificate—C55230

The Esthetics Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the art of skin care. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

Course work includes instruction in all phases of professional Esthetics Technology, business/human relations, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and cosmetic/skin care salons, as a platform artist, and in related businesses.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ understand and apply concepts of manual facial treatments including skin analysis, cleansing, scientific manipulations, packs, and masks.
- ◆ understand and apply concepts of electrical facial treatments including dermal lights and electrical apparatus for facials and skin care.
- ◆ understand and apply concepts for eyebrow arching and superfluous hair removal.
- ◆ understand and apply concepts for facial makeup including skin analysis and corrective makeup.
- ◆ apply all sanitation procedures required for public health.
- ◆ apply all North Carolina State Board laws and regulations.
- ◆ safely and competently apply advanced theory and practical skin care procedures in a clinical setting.
- ◆ demonstrate the ability to read, understand, and complete safe and effective use of cosmetology products.

Recommended sequence of courses for Esthetics Technology curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
First Semester						
COS 119	Esthetics Concepts I	Major	2	0	0	2
COS 120	Esthetics Salon I	Major	0	18	0	6
COS 125	Esthetics Concepts II	Major	2	0	0	2
COS 126	Esthetics Salon II	Major	0	18	0	6
						16
TOTAL CREDIT HOURS IN PROGRAM						16

HUMAN SERVICES TECHNOLOGY

Associate in Applied Science—A45380

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies that provide social, community, and educational services. Along with core courses, students take courses that prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ write a formal intake/social history report for a client in various institutional settings.
- ◆ demonstrate active listening techniques to elicit both factual information as well as emotions and feelings from clients.
- ◆ understand the legal elements (personal, patient, and institutional) for the human services industry.
- ◆ show familiarity and experience with various treatment modalities and their appropriate applications.
- ◆ apply theories of group dynamics in a group setting.
- ◆ intervene in a client crisis and direct the client toward an end goal of full problem solution.
- ◆ demonstrate interviewing skills as well as the ability to deliver effective oral presentations.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Recommended sequence of courses for Human Services Technology curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
HSE 110	Introduction to Human Services	Major	2	2	0	3
PSY 150	General Psychology	Major	3	0	0	3
SOC 210	Introduction to Sociology	Major	3	0	0	<u>3</u>
						16
Spring Semester (first year)						
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
HSE 112	Group Process I	Major	1	2	0	2
HSE 123	Interviewing Techniques	Major	2	2	0	3
PSY 241	Developmental Psychology	Major	3	0	0	3
SOC 213	Sociology of the Family	Major	3	0	0	<u>3</u>
						14
Summer Semester (first year)						
HSE 227	Children and Adolescents in Crisis	Major	3	0	0	3
PSY 255	Introduction to Exceptionality	Major	3	0	0	<u>3</u>
						6

Fall Semester (second year)

COE 111	Co-op Work Experience I	Major	0	0	10	1
COE 115	Work Experience Seminar I	Major	1	0	0	1
HSE 125	Counseling	Major	2	2	0	3
HSE 225	Crisis Intervention	Major	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
or						
MAT 171	Precalculus Algebra	General	3	0	0	3
or						
BIO 140	Environmental Biology	General	3	0	0	3
and						
BUS 121	Business Math	General	2	2	0	3
PSY 281	Abnormal Psychology	Major	3	0	0	3
SAB 110	Substance Abuse Overview	Major	3	0	0	3
						<u>17-20</u>

Spring Semester (second year)

COE 121	Co-op Work Experience II	Major	0	0	10	1
COE 125	Work Experience Seminar II	Major	1	0	0	1
HSE 210	Human Services Issues	Major	2	0	0	2
SOC 232	Social Context of Aging	Major	3	0	0	3
	Elective from list	Major				3
	Humanities elective	General				<u>3</u>
						13

TOTAL CREDIT HOURS IN PROGRAM 66-69

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Students will select electives from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
GRO 120	Gerontology	3	0	0	3
GRO 240	Gerontology Care Managing	2	0	0	2
HSE 220	Case Management	2	2	0	3
PSY 265	Behavior Modification	3	0	0	3
SAB 137	Co-Dependency	3	0	0	3
SAB 210	Substance Abuse Counseling	2	2	0	3

Human Services Technology Diploma Option—D45380

Students completing the following courses will receive a diploma in Human Services Technology:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
ENG 113	Literature-Based Research	3	0	0	3
or					
ENG 114	Professional Research and Reporting	3	0	0	3
HSE 110	Introduction to Human Services	2	2	0	3
HSE 123	Interviewing Techniques	2	2	0	3
HSE 125	Counseling	2	2	0	3
HSE 227	Children and Adolescents in Crisis	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 255	Introduction to Exceptionality	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3

Human Services Technology Certificate Option—C45380S

Students completing the following courses will receive a certificate in Human Services Technology—Substance Abuse:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
HSE 225	Crisis Intervention	3	0	0	3
SAB 110	Substance Abuse Overview	3	0	0	3
SAB 137	Co-Dependency	3	0	0	3
SAB 210	Substance Abuse Counseling	2	2	0	3

INDUSTRIAL SYSTEMS TECHNOLOGY

Diploma—D50240

The Industrial Systems Technology program is offered only to employees of selected industries through special arrangements. Enrollment in any of the Industrial Systems Technology certificate programs is open to anyone.

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to service, maintain, repair, or install equipment for a wide range of industries. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial equipment and physical facilities.

Students will learn technical skills in blueprint reading, electricity, hydraulics/pneumatics, machining, welding, and various maintenance procedures. Practical application in these industrial systems will be emphasized, and additional advanced course work may be offered.

Upon completion of any of the various levels of this curriculum, graduates should gain the necessary practical skills and related technical information to qualify for employment or advancement in the various areas of industrial systems technology.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ install and run new circuits according to Electrical Code requirements, install motor control units, wire electric motors, troubleshoot and repair control circuits, and repair electrical components.
- ◆ repair and install pumps; install hoses and fittings; repair and install valves; bend and install piping and tubing; install dryers, regulators, and filters; and install hydraulic filters and strainers.
- ◆ operate test equipment; troubleshoot, remove, and replace electronic components; program PLCs; and calibrate electronic components.
- ◆ set up and operate welding equipment; operate gas cutting equipment; operate shear, break, and rollers; perform sheet metal operations; and set up and operate machine shop equipment.
- ◆ cut and bend pipe as required, install pipe using proper connection, insulate piping, and observe all code requirements.
- ◆ read blueprints that specify mechanical, electrical, and fabrication requirements using standard symbol sets.
- ◆ demonstrate effective oral and written communication skills.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.
- ◆ demonstrate proficiency with current computer/Internet technology to perform research to find technical information, program microprocessor controllers, use computer-based diagnostic and simulation software, communicate technical ideas, and perform load calculations and duct design using HVAC design software.

Students completing the following courses will receive a diploma in Industrial Systems Technology:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ATR 213	Programmable Controllers	3	3	0	4
BPR 111	Blueprint Reading	1	2	0	2
CIS 110	Introduction to Computers	2	2	0	3
DFT 151	CAD I	2	3	0	3
ELC 131	DA/AC Circuit Analysis	4	3	0	5
ELN 131	Electronic Devices	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
HYD 110	Hydraulics/Pneumatics	2	3	0	3
ISC 112	Industrial Safety	2	0	0	2
MAT 171	Precalculus Algebra	3	0	0	3
MEC 111	Machine Processes I	1	4	0	3
MNT 110	Introduction to Maintenance Procedures	1	3	0	2
WLD 112	Basic Welding Processes	1	3	0	2

TOTAL CREDIT HOURS IN PROGRAM 39

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than one year to complete the diploma requirements.

Industrial Systems Technology Certificate Option—C50240E

Students completing the following courses will receive a certificate in Industrial Systems Technology—Electrical Option:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
BPR 111	Blueprint Reading	1	2	0	2
ELC 112	Basic Electricity	3	6	0	5
ELC 113	Basic Wiring I	2	6	0	4
ELC 118	National Electrical Code	1	2	0	2
ISC 112	Industrial Safety	2	0	0	2

Industrial Systems Technology Certificate Option—C50240H

Students completing the following courses will receive a certificate in Industrial Systems Technology—HVAC Option:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
AHR 110	Introduction to Refrigeration	2	6	0	5
BPR 111	Blueprint Reading	1	2	0	2
ISC 112	Industrial Safety	2	0	0	2

Choose one of the three electives:

AHR 112 Heating Technology	2	4	0	4
AHR 113 Comfort Cooling	2	4	0	4
AHR 211 Residential System Design	2	2	0	3

Industrial Systems Technology Certificate Option—C50240HP

Students completing the following courses will receive a certificate in Industrial Systems Technology—Hydraulics/Pneumatics Option:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
ATR 213	Programmable Controllers	3	3	0	4
BPR 111	Blueprint Reading	1	2	0	2
ELC 131	DC/AC Circuit Analysis	4	3	0	5
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
MAT 171	Precalculus Algebra	3	0	0	3

Industrial Systems Technology Certificate Option—C50240W

Students completing the following courses will receive a certificate in Industrial Systems Technology—Welding Option:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
BPR 111	Blueprint Reading	1	2	0	2
ISC 112	Industrial Safety	2	0	0	2
MEC 111	Machine Processes I	1	4	0	3
MNT 110	Introduction to Maintenance Procedures	1	3	0	2
WLD 112	Basic Welding Processes	1	3	0	2
WLD 115	SMAW (Stick) Plate	2	9	0	5

INFORMATION SYSTEMS

Associate in Applied Science—A25260

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program designed to meet community information systems needs.

Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems.

Graduates should qualify for a wide variety of computer-related entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ utilize latest system software in the marketplace and businesses and application software such as word processing, spreadsheets, databases, and business presentations.
- ◆ pass multiple MOS (Microsoft Office Specialist) examinations.
- ◆ demonstrate proficiency in current computer technology including programming, networking capabilities, systems maintenance and troubleshooting, support and training, and business applications design and implementation.
- ◆ demonstrate effective oral and written communication skills.
- ◆ qualify for a wide variety of computer-related entry-level positions that provide opportunities for advancement with increasing experience and ongoing training.

Recommended sequence of courses for Information Systems curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BUS 151	People Skills	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
CIS 115	Introduction to Programming and Logic	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
OST 131	Keyboarding	Major	1	2	0	<u>2</u>
						15
Spring Semester (first year)						
CIS 120	Spreadsheet I	Major	2	2	0	3
CIS 130	Survey of Operating Systems	Major	2	3	0	3
CSC 139	Visual BASIC Programming	Major	2	3	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
	*Elective(s) from list	Major				<u>3</u>
						15
Summer Semester (first year)						
CIS 169	Business Presentations	Major	1	2	0	2
NET 110	Data Communication/Networking	Major	2	2	0	<u>3</u>
						5
Fall Semester (second year)						
CIS 152	Database Concepts and Applications	Major	2	2	0	3
CIS 172	Introduction to the Internet	Major	2	3	0	3
CIS 174	Network System Manager I	Major	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
MAT 140	Survey of Mathematics	General	3	0	0	<u>3</u>
						13

Spring Semester (second year)

CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
CIS 286	Systems Analysis and Design	Major	3	0	0	3
or						
CIS 153	Database Applications	Major	2	2	0	3
COE 121	Co-op Work Experience II	Major	0	0	10	1
	*Elective(s) from list	Major				4
	Humanities elective	General				3
	Social/behavioral science elective	General				3
						17

TOTAL CREDIT HOURS IN PROGRAM 65

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

* Students will select 7 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 126	Graphics Software Introduction	2	2	0	3
CIS 161	DTP Proofreading and Editing (8 weeks)	2	0	0	2
CIS 162	Multimedia Presentation Software	2	2	0	3
CIS 217	Computer Training and Support	2	2	0	3
COE 131	Co-op Work Experience III	0	0	10	1
OST 132	Keyboard Skill Building	1	2	0	2
OST 136	Word Processing	1	2	0	2
OST 164	Text Editing Applications	3	0	0	3
OST 236	Advanced Word/Information Processing	2	2	0	3
or					
Approved electives					

Information Systems Diploma Option—D25260

Students completing the following courses will receive a diploma in Information Systems:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
BUS 151	People Skills	3	0	0	3
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
NET 110	Data Communication/Networking	2	2	0	3

Information Systems Certificate Options

Students completing the following courses will receive a certificate in Information Systems—C25260I:

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3

Students completing the following courses will receive a certificate in Information Systems—Office Professional Track (C25260O):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3
OST 136	Word Processing	1	2	0	2
OST 164	Text Editing Applications	3	0	0	3

Proper keyboarding skill is required for entry into the Information Systems/Office Professional Track certificate program.

INFORMATION SYSTEMS

Office Professional Track

Diploma—D252600

—Long gone are the days of the traditional “Secretarial Science” Program—

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible program designed to meet community information system needs.

The one-year Office Professional Track in Information Systems prepares individuals who are interested in making the office professional field and its related areas a career. Graduates will be entering the office of the twenty-first century, which will be characterized by a change in the workplace with state-of-the-art technology. To survive and thrive in this workplace, one will need to develop excellent oral and written communication skills, teamwork skills, creativity and critical thinking skills, commanding technological skills, and success qualities. The total professional image, in addition to personal appearance, is essential for success.

We are living in a time of tremendous explosion of knowledge. Graduates should be able to obtain employment as an administrative assistant or other office-related professional with both technical and traditional expertise. Today's business world is filled with both the excitement and the challenges of emerging technology, which is an integral part of this Information Age.

Competencies:

Upon successful completion of this program, the student should be able to:

- ♦ produce mailable keyboarding copy with accuracy and speed.
- ♦ demonstrate positive human relations and function as a team member of the work force.
- ♦ prepare professional documents in a manner consistent with and acceptable in an office environment.
- ♦ communicate effectively and employ necessary skills, technical information, and judgment required to assist an executive and to perform tasks independently.
- ♦ demonstrate a working knowledge of computing concepts, components, and basic office applications.
- ♦ demonstrate proficiency in operating systems, Internet navigation, word processing, spreadsheets, business presentations, and data communications.
- ♦ pass multiple MOS (Microsoft Office Specialist) certification examinations.

Recommended sequence of courses for Information Systems—Office Professional Track curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester						
ACA 111	College Student Success	Other	1	0	0	1
BUS 151	People Skills	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
OST 131	Keyboarding	Major	1	2	0	2
OST 164	Text Editing Applications	Major	3	0	0	<u>3</u>
						15
Spring Semester						
CIS 120	Spreadsheet I	Major	2	2	0	3
CIS 130	Survey of Operating Systems	Major	2	3	0	3
CIS 161	DTP Proofreading and Editing (8 weeks)	Major	2	0	0	2
CIS 172	Introduction to the Internet	Major	2	3	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
OST 132	Keyboard Skill Building (8 weeks)	Major	1	2	0	2
OST 136	Word Processing	Major	1	2	0	<u>2</u>
						18

Summer Semester

CIS 169	Business Presentations	Major	1	2	0	2
NET 110	Data Communication/Networking	Major	2	2	0	<u>3</u>
						5

TOTAL CREDIT HOURS IN PROGRAM 38

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than one year to complete the diploma requirements.

Information Systems—Office Professional Track Certificate Option (C252600)

Students completing the following courses will receive a certificate in Information Systems—Office Professional Track:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CIS 110	Introduction to Computers	2	2	0	3
CIS 120	Spreadsheet I	2	2	0	3
CIS 169	Business Presentations	1	2	0	2
CIS 172	Introduction to the Internet	2	3	0	3
OST 136	Word Processing	1	2	0	2
OST 164	Text Editing Applications	3	0	0	3

Classes for the certificate may be completed in the evening and/or day classes. Proper keyboarding skill is required for entry into the certificate program.

INFORMATION SYSTEMS

Network Administration and Support Concentration

Associate in Applied Science—A2526D

Network Administration and Support is a concentration under the Information Systems curriculum. This curriculum prepares students to install and support networks and develops strong analytical skills and extensive computer knowledge.

Course work includes extensive hands-on experience with networks. Classes cover media types, topologies, and protocols with installation and support of hardware and software, troubleshooting network and computer problems, and administrative responsibilities.

Graduates should qualify for positions such as LAN/PC administrator, microcomputer support specialist, network control operator, communications technician/analyst, network/computer consultant, and information systems specialist. Graduates should be prepared to sit for certification exams that can result in industry-recognized credentials.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ plan and install networks (LANs, WANs, etc.).
- ◆ perform network system upgrades.
- ◆ manage network databases.
- ◆ execute network applications and share software resources.
- ◆ create and maintain effective network security.
- ◆ plan, install, and maintain network printing.
- ◆ demonstrate effective oral and written communication skills.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.
- ◆ pass industry certifications related to the current operating system and networking technologies.

Recommended sequence of courses for Information Systems/Network Administration and Support Concentration curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
BUS 151	People Skills	Major	3	0	0	3
CIS 110	Introduction to Computers	Major	2	2	0	3
CIS 115	Introduction to Programming and Logic	Major	2	2	0	3
CIS 172	Introduction to the Internet	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	<u>3</u>
						16
Spring Semester (first year)						
CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
CIS 130	Survey of Operating Systems	Major	2	3	0	3
ELC 116	Telecom Cabling	Major	1	2	0	2
ENG 114	Professional Research and Reporting	General	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
	Social/behavioral science elective	General				<u>3</u>
						17
Summer Semester (first year)						
CIS 174	Network System Manager I	Major	2	2	0	3
COE 111	Co-op Work Experience I	Major	0	0	10	1
NET 110	Data Communication/Networking	Major	2	2	0	<u>3</u>
						7
Fall Semester (second year)						
CIS 152	Database Concepts and Applications	Major	2	2	0	3
CIS 175	Network Management I	Major	2	2	0	3
CIS 274	Network System Manager II	Major	2	2	0	3
COE 121	Co-op Work Experience II	Major	0	0	10	1
	Elective from list	Major				<u>3</u>
						13

Spring Semester (second year)

CIS 275	Network Management II	Major	2	2	0	3
CIS 287	Network Support	Major	2	2	0	3
COE 131	Co-op Work Experience III	Major	0	0	10	1
	Elective from list	Major				3
	Humanities elective	General				3
						<u>13</u>

TOTAL CREDIT HOURS IN PROGRAM 66

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Students will select 6 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
NET 112	Security Fundamentals and Policies	3	0	0	3
NET 125	Routing and Switching I	1	4	0	3
NET 126	Routing and Switching II	1	4	0	3
NET 222	Security Administration I	2	2	0	3
NET 225	Advanced Router and Switching I	1	4	0	3
NET 226	Advanced Router and Switching II	1	4	0	3
NET 270	Scalable Networks Design	1	4	0	3
NET 271	Multi-layer Networks	1	4	0	3
NET 272	Remote Access Networks	1	4	0	3
NET 273	Internetworking Support	2	0	0	1

**Information Systems/Network Administration and Support Concentration
Diploma Option—D2526D**

Students completing the following courses will receive a diploma in Information Systems/Network Administration and Support Concentration:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
BUS 151	People Skills	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 115	Introduction to Programming and Logic	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 152	Database Concepts and Applications	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
CIS 175	Network Management I	2	2	0	3
CIS 274	Network System Manager II	2	2	0	3
CIS 275	Network Management II	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
NET 110	Data Communication/Networking	2	2	0	3

Information Systems/Network Administration and Support Concentration Certificate Options

Students completing the following courses will receive a certificate in Information Systems/Network Administration and Support Concentration—CISCO Track (C2526DC):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
NET 125	Routing and Switching I	1	4	0	3
NET 126	Routing and Switching II	1	4	0	3
NET 225	Advanced Router and Switching I	1	4	0	3
NET 226	Advanced Router and Switching II	1	4	0	3

Qualifying students (CWA, VA, and Department of Labor) completing the following courses will receive a certificate in Information Systems/Network Administration and Support Concentration—CWA CISCO Track (C2526DCW):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
NET 125	Routing and Switching I	1	4	0	3
NET 126	Routing and Switching II	1	4	0	3
NET 225	Advanced Router and Switching I	1	4	0	3
NET 226	Advanced Router and Switching II	1	4	0	3

Students completing the following courses will receive a certificate in Information Systems/Network Administration and Support Concentration—Microsoft Track (C2526DM):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
CIS 274	Network System Manager II	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3

Students completing the following courses will receive a certificate in Information Systems/Network Administration and Support Concentration—Novell Track (C2526DN):

		Hours Per Week			Credit Hours
Course Title		Class	Lab	Work Exp.	
CET 111	Computer Upgrade/Repair I	2	3	0	3
CIS 110	Introduction to Computers	2	2	0	3
CIS 130	Survey of Operating Systems	2	3	0	3
CIS 175	Network Management I	2	2	0	3
CIS 275	Network Management II	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3

INFORMATION SYSTEMS SECURITY

Associate in Applied Science—A25270

Information Systems Security covers a broad expanse of technology concepts. This curriculum provides individuals with the skills required to implement effective and comprehensive information security controls.

Course work includes networking technologies, operating systems administration, information policy, intrusion detection, security administration, attack methodology, and industry best practices to protect data communications.

Graduates should be prepared for employment as security administrators. Additionally, they will acquire the skills that allow them to pursue security certifications.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ create, implement, and maintain security policies and procedures.
- ◆ configure operating systems for secure communications.
- ◆ implement perimeter security using routers and firewalls.
- ◆ install and manage Linux for use in a networked environment.
- ◆ configure intrusion detection on a network.
- ◆ demonstrate effective oral and written communication skills.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

Recommended sequence of courses for Information Systems Security curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
NET 112	Security Fundamentals and Policies	Major	3	0	0	3
NET 125	Routing and Switching I (8 weeks)	Major	1	4	0	3
NET 126	Routing and Switching II (8 weeks)	Major	1	4	0	<u>3</u>
						16
Spring Semester (first year)						
ENG 114	Professional Research and Reporting	General	3	0	0	3
NET 110	Data Communications	Major	2	2	0	3
NET 122	Secure Communications	Major	2	2	0	3
NET 225	Advanced Routing and Switching I (8 weeks)	Major	1	4	0	3
NET 226	Advanced Routing and Switching II (8 weeks)	Major	1	4	0	<u>3</u>
						15
Summer Semester (first year)						
CIS 174	Network System Manager I	Major	2	2	0	3
NET 222	Security Administration I	Major	2	2	0	<u>3</u>
						6
Fall Semester (second year)						
MAT 140	Survey of Mathematics	General	3	0	0	3
NET 145	Introduction to Linux	Major	2	2	0	3
NET 232	Security Administration II	Major	2	2	0	3
NET 233	Defense In-depth	Major	2	2	0	3
	Social/behavioral science elective	General	3	0	0	<u>3</u>
						15

Spring Semester (second year)

NET 155	Linux Network/Security	Major	2	2	0	3
NET 231	Intrusion Detection	Major	2	2	0	3
NET 275	Attack Methodology	Major	2	2	0	3
	Humanities elective	General	3	0	0	3
	Technical elective	Major	3	0	0	<u>3</u>
						15

TOTAL CREDIT HOURS IN PROGRAM 67

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Students will select 3 credit hours from the following list of courses:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Work Exp.	
CCT 121	Computer Crime Investigation	3	2	0	4
ITN 240	Internet Security	2	2	0	3
NET 175	Wireless Technology	2	2	0	3

INTERNET TECHNOLOGIES

Associate in Applied Science—A25290

The Internet Technologies curriculum is designed to prepare graduates for employment with organizations that use computers to disseminate information via the Internet internally, externally, and/or globally. The curriculum will prepare students to create and implement these services.

Course work includes computer and Internet terminology and operations, logic, operating systems, database and data communications/networking, and related topics. Studies will provide opportunities for students to implement, support, and customize industry-standard Internet technologies.

Graduates should qualify for career opportunities as webmasters, Internet and intranet administrators, Internet applications specialists, Internet programmers, and Internet technicians. Government institutions, industries, and other organizations employ individuals who possess the skills taught in this curriculum.

Many of the classes are offered both in the seated classroom and on-line, offering students maximum flexibility in completing their course of study.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ design, create, maintain, and promote commercial Internet/intranet web sites using the latest software, design techniques, and e-commerce tools and techniques.
- ◆ plan, install, manage, and administer web server hardware and its related software.
- ◆ create programs for web interactivity and gateway interface using the industry-standard programming languages.
- ◆ create and manage a web-delivered interrelational database.
- ◆ pass industry certification tests related to web fundamentals, development, administration, and/or programming.
- ◆ demonstrate effective oral and written communication skills.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.
- ◆ demonstrate proficiency in the use of current web development tools
- ◆ pass current certification tests (CIW) related to web fundamentals, development, administration, and/or programming.

Recommended sequence of courses for Internet Technologies curriculum:

Course Title		Course Category	Hours Per Week		Work Exp.	Credit Hours
			Class	Lab		
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
CIS 110	Introduction to Computers	Major	2	2	0	3
CIS 115	Introduction to Programming and Logic	Major	2	2	0	3
CIS 172	Introduction to the Internet	Major	2	3	0	3
ENG 111	Expository Writing	General	3	0	0	3
ITN 110	Introduction to Web Graphics	Major	2	2	0	3
						<u>16</u>
Spring Semester (first year)						
CIS 130	Survey of Operating Systems	Major	2	3	0	3
CSC 160	Introduction to Internet Programming	Major	2	3	0	3
ENG 114	Professional Research and Reporting	General	3	0	0	3
ITN 140	Web Development Tools	Major	2	2	0	3
NET 110	Data Communication/Networking	Major	2	2	0	3
						<u>15</u>
Summer Semester (first year)						
CIS 174	Network System Manager I	Major	2	2	0	3
NET 260	Internet Development and Support	Major	3	0	0	3
	Social/behavioral science elective	General				3
						<u>9</u>

Fall Semester (second year)

CET 111	Computer Upgrade/Repair I	Major	2	3	0	3
CIS 274	Network System Manager II	Major	2	2	0	3
ITN 150	Internet Protocols	Major	2	2	0	3
ITN 260	Introduction to E-Commerce	Major	2	2	0	3
	Technical elective	Major				3
						15

Spring Semester (second year)

ITN 250	Implementing Internet Services	Major	2	2	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
	Humanities elective	General				3
	Technical elective	Major				3
						12

TOTAL CREDIT HOURS IN PROGRAM 67

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Students will select 6 credit hours from the following list of courses:

		Hours Per Week			Credit Hours
	Course Title	Class	Lab	Work Exp.	
COE 113	Co-Op Work Experience I	0	0	30	3
ITN 120	Introduction to Internet Multimedia	2	2	0	3
ITN 130	Web Site Management	2	2	0	3
ITN 160	Principles of Web Design	2	2	0	3
ITN 170	Introduction to Internet Databases	2	2	0	3
ITN 210	Advanced Web Graphics	2	2	0	3
ITN 240	Internet Security	2	2	0	3
ITN 270	Advanced Internet Databases	2	2	0	3
ITN 285	Emerging Technologies	2	2	0	3
NET 175	Wireless Technology	2	2	0	3

Internet Technologies Diploma Option—D25290

Students completing the following courses will receive a diploma in Internet Technologies:

		Hours Per Week			Credit Hours
	Course Title	Class	Lab	Work Exp.	
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
CIS 172	Introduction to the Internet	2	3	0	3
CIS 174	Network System Manager I	2	2	0	3
CIS 274	Network System Manager II	2	2	0	3
CSC 160	Introduction to Internet Programming	2	3	0	3
ENG 111	Expository Writing	3	0	0	3
ITN 140	Web Development Tools	2	2	0	3
ITN 150	Internet Protocols	2	2	0	3
ITN 250	Implementing Internet Services	2	2	0	3
ITN 260	Introduction to E-Commerce	2	2	0	3
MAT 140	Survey of Mathematics	3	0	0	3
NET 110	Data Communication/Networking	2	2	0	3
NET 260	Internet Development and Support	3	0	0	3
	Technical elective				3

Internet Technologies Certificate Options

Students completing the following courses will receive a certificate in Internet Technologies—CIW Master Site Designer (C25290C):

		Hours Per Week		Work Exp.	Credit Hours
Course Title		Class	Lab		
ITN 110	Introduction to Web Graphics	2	2	0	3
ITN 260	Introduction to E-Commerce	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3
NET 260	Internet Development and Support	3	0	0	3

Students completing the following courses will receive a certificate in Internet Technologies—Web Master (C25290D):

		Hours Per Week		Work Exp.	Credit Hours
Course Title		Class	Lab		
CIS 172	Introduction to the Internet	2	3	0	3
CSC 160	Introduction to Internet Programming	2	3	0	3
ITN 140	Web Development Tools	2	2	0	3
ITN 150	Internet Protocols	2	2	0	3
ITN 160	Principles of Web Design	2	2	0	3
ITN 260	Introduction to E-Commerce	2	2	0	3

Students completing the following courses will receive a certificate in Internet Technologies—Web Server Administration (C25290A):

		Hours Per Week		Work Exp.	Credit Hours
Course Title		Class	Lab		
CIS 174	Network System Manager I	2	2	0	3
CIS 274	Network System Manager II	2	2	0	3
ITN 240	Internet Security	2	2	0	3
ITN 250	Implementing Internet Services	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3
NET 260	Internet Development and Support	3	0	0	3

Students completing the following courses will receive a certificate in Internet Technologies—Web Site Manager (C25290M):

		Hours Per Week		Work Exp.	Credit Hours
Course Title		Class	Lab		
CSC 160	Introduction to Internet Programming	2	3	0	3
ITN 160	Principles of Web Design	2	2	0	3
ITN 250	Implementing Internet Services	2	2	0	3
NET 110	Data Communication/Networking	2	2	0	3
NET 260	Internet Development and Support	3	0	0	3

MANICURING INSTRUCTOR
Certificate—C55380

The Manicuring Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetology.

Course work includes all phases of manicuring theory laboratory instruction.

Graduates should be prepared to take the North Carolina Cosmetology State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate a working knowledge of and ability to communicate procedures and methods of sanitation including FEPA disinfectant guidelines and MSDS information sheets on products used in manicuring
- ◆ know and apply knowledge of bacteriology and the relation to communicable disease in public and personal domain.
- ◆ understand and be able to communicate the theory and practical knowledge of all phases of manicuring.
- ◆ teach theory, methods, and application of sculptured and other artificial nails.
- ◆ understand and be able to teach communication skills in working with the public.

Required courses for Manicuring Instructor curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
First Semester						
COS 251	Manicure Instructor Concepts	Major	8	0	0	8
COS 252	Manicure Instructor Practicum	Major	0	15	0	<u>5</u>
						13

TOTAL CREDIT HOURS IN PROGRAM 13

MEDICAL ASSISTING

Associate in Applied Science—A45400

The Medical Assisting curriculum prepares multiskilled health care professionals who are qualified to perform administrative, clinical, and laboratory procedures.

This program is accredited by the Commission on Accreditation for Allied Health Education Programs (CAAHEP). Graduates of accredited programs are eligible to take the American Association of Medical Assistants (AAMA) certification exam.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration, and ethical/legal issues associated with patient care.

Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

Individuals desiring a career in medical assisting should, if possible, take biology, mathematics, and typing courses prior to entering the program.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ work as a skilled Medical Assistant in performance of assigned duties under the guidance of an employing/supervising physician.
- ◆ utilize the knowledge and perform administrative and clinical skills and techniques learned in the educational program with a degree of competence appropriate for safe and effective office management and patient care.
- ◆ communicate effectively with staff and clients through verbal and written skills information relevant to safe and effective medical office and patient care practices.
- ◆ conduct himself/herself at all times in an ethical, legal, and professional manner as a member of an allied health profession.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.
- ◆ use computer skills to schedule appointments, process billing, code and process insurance accounts, and provide written documentation in medical assisting settings.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma.

An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.

3. Complete Requirement A or B below:

- (A) Complete the Stanly Community College placement test (ASSET) scoring at least 39 on the Reading Skills section. Medical Assisting applicants will also complete the Writing, Numerical, and Elementary Algebra sections of the ASSET. While there is no minimum score required on the Writing, Numerical, and Elementary Algebra sections, applicants who place into developmental studies must complete all developmental courses prior to the first term of enrollment in the Medical Assisting program.

Medical Assisting applicants who fail to achieve the required minimum score on the Reading section of the ASSET may retest once during a twelve-month period. Applicants must wait at least three months from their initial test date before retesting or provide documentation of appropriate remedial work since first attempting the ASSET.

Applicants presenting ASSET scores older than five years will be required to retest.

- (B) Complete all general education courses required in the first year of the Medical Assisting program with a cumulative GPA of 2.0 or higher. General education courses are those with a course prefix of ACA, BIO, CIS, ENG, and PSY. It is the responsibility of the applicant to notify the SCC Admissions Office in writing after all general education courses have been completed.

4. Submit to the Medical Assisting program head a properly completed medical form (supplied by the Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician, physician's assistant, or nurse practitioner and received in the program head's office by the due date specified on the applicant's letter of acceptance.
5. After acceptance to the program, submit to the Medical Assisting program head current CPR certification. Current CPR certification is required throughout the student's attendance in the Medical Assisting program.

Note: Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.

Acceptance Procedure

The Medical Assisting program accepts a maximum of 24 students each year. Applicants are accepted on a first-come, first-served basis after completing admission requirements 1 and 3 above. Applicants who apply to the Medical Assisting program after the 24 seats are filled will be placed on a backup list after completing admission requirements 1 and 3 above. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the backup list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the backup list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application for admission to the year following if he or she wishes to be considered for admission in the subsequent year. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

CRITERIA FOR PROGRESSION

1. For a student to progress in the Medical Assisting program, a grade of "C" or higher must be achieved in all courses with a prefix of MED or BIO. Students earning less than a "C" in such a course will be withdrawn from the Medical Assisting program automatically.

The grading scale for all MED courses is as follows:

- A 93-100
- B 85-92
- C 78-84
- D 70-77
- F 0-69

The grading scale for all BIO courses is as follows:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59

2. If the Medical Assisting faculty believe a student's physical or mental health is interfering with the student's academic and/or clinical performance, the faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon consultation with the Associate Dean of the Allied Health Division and review of the health care provider's written statement submitted by the student, the Vice President of Students will determine if the student may continue in the program. The Vice President of Students will notify the student in writing of the decision.
3. In the event a student's behavior is not consistent with sound medical care practices and/or safety essential in providing such care, the faculty, clinical site supervisors, or the Associate Dean of the Allied Health Division have the authority to temporarily remove the student from the clinical, class, or lab setting immediately. If the faculty or the Associate Dean determine that the student has demonstrated behavior that conflicts with sound medical care practices or safety, they may recommend to the Vice President of Students that the student be withdrawn from the class or the program. The Vice President will notify the student in writing of this recommendation and will meet with the student, the faculty, and the Associate Dean to discuss the issue. The Vice President will then reach a decision and inform the student in writing of that decision.

READMISSION TO THE PROGRAM

Students desiring readmission to the Medical Assisting program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. The Application for Admission must be received in the Stanly Community College Admissions Office at least ninety days prior to the semester in which the student is seeking readmission. Only those students whose cumulative GPA is 2.0 or higher at the time of withdrawal from the Medical Assisting program will be considered for readmission. When applying for readmission, students who previously completed at least one full term in the Medical Assisting program must apply to the same term in which they withdrew.

In order to be accepted for readmission, the applicant must successfully complete a competency exam administered by the Medical Assisting Department. This competency exam will test the applicant's knowledge of material covered in all MED classes that were successfully completed up to the point of withdrawal. Applicants will be given one opportunity to complete the competency exam successfully. With permission from the program head, applicants seeking readmission may audit selected MED classes prior to completing the competency exam. Those auditing MED classes will not participate in clinical activities. In addition to successful completion of the competency exam, there must be space available in the Medical Assisting program before acceptance will be granted to an applicant seeking readmission.

In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam successfully before being readmitted to the program.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Medical Assisting curriculum with an earned grade of "C" or higher in all courses with a prefix of MED or BIO and an overall major grade point average of 2.00 or higher.
2. Complete an Application for Graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Vice President of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

CERTIFICATION

The American Association of Medical Assistants' Certifying Board may deny eligibility for the Certification Examination to individuals who have pleaded guilty or who have been found guilty of a felony or any other crime involving moral turpitude.

ADDITIONAL INFORMATION

Applicants should be aware that some clinical affiliates require that students submit an acceptable criminal background check and/or drug screening prior to participation in a clinical component at that site. Students are responsible for paying any costs associated with meeting this clinical site requirement. Progress toward graduation may be jeopardized by any inability to complete the clinical portion of the Medical Assisting program.

Recommended sequence of courses for Medical Assisting curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BIO 163	Basic Anatomy and Physiology	Major	4	2	0	5
CIS 110	Introduction to Computers	Other	2	2	0	3
MED 110	Orientation to Medical Assisting	Major	1	0	0	1
MED 118	Medical Law and Ethics	Major	2	0	0	2
MED 121	Medical Terminology I (8 weeks)	Major	3	0	0	3
MED 122	Medical Terminology II (8 weeks)	Major	3	0	0	3
MED 130	Administrative Office Procedures I	Major	1	2	0	2
						20
Spring Semester (first year)						
ENG 111	Expository Writing	General	3	0	0	3
MED 131	Administrative Office Procedures II	Major	1	2	0	2
MED 134	Medical Transcription	Major	2	2	0	3
MED 140	Exam Room Procedures I	Major	3	4	0	5
MED 150	Laboratory Procedures I	Major	3	4	0	5
						18
Summer Semester (first year)						
MED 260	MED Clinical Externship	Major	0	0	15	5
MED 262	Clinical Perspectives	Major	1	0	0	1
PSY 150	General Psychology	General	3	0	0	3
						9

Students exiting out of the program at this point will earn a diploma.

Fall Semester (second year)						
ENG 115	Oral Communication	General	3	0	0	3
MAT 110	Mathematical Measurement	General	2	2	0	3
or						
MAT 140	Survey of Mathematics	General	3	0	0	3
MED 232	Medical Insurance Coding	Major	1	3	0	2
MED 270	Symptomatology	Major	2	2	0	3
MED 272	Drug Therapy	Major	3	0	0	3
						14
Spring Semester (second year)						
ENG 114	Professional Research and Reporting	General	3	0	0	3
MED 264	Medical Assisting Overview	Major	2	0	0	2
PSY 241	Developmental Psychology	General	3	0	0	3
	Humanities elective	General				3
						11
TOTAL CREDIT HOURS IN PROGRAM						72

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Certificate Admission Requirements

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma.

An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.

Medical Assisting Certificate Option—C45400

Students completing the following courses will receive a certificate in Medical Assisting:

Course Title		Hours Per Week			Credit Hours
		Class	Lab	Clinical	
Fall Semester					
CIS 110	Introduction to Computers	2	2	0	3
MED 121	Medical Terminology I	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
MED 130	Administrative Procedures I	1	2	0	2
Spring Semester					
MED 131	Administrative Procedures II	1	2	0	2
MED 134	Medical Transcription	2	2	0	3
MED 232	Medical Insurance Coding	1	3	0	2

Note: Certificate students are not eligible to take the American Association of Medical Assistants (AAMA) certification exam. These students are only trained to work in the administrative/reception area of an office. Upon completion of the certificate program, a student may transfer all 18 credits toward a diploma and/or associate in applied science degree if the student meets all admission requirements.

RADIOGRAPHY

Associate in Applied Science—A45700

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body.

Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ demonstrate professionalism in all aspects of clinical practice.
- ◆ communicate effectively in the work place.
- ◆ demonstrate proficiency with basic computer applications.
- ◆ fulfill necessary clerical procedures as they pertain to radiologic procedures and the operation of the radiology department.
- ◆ use and maintain radiographic equipment and supplies.
- ◆ observe and practice health safety rules to ensure protection of self and patient in the clinical setting.
- ◆ practice radiation protection measures to shield self and others.
- ◆ organize and carry out patient care in the radiographic setting.
- ◆ perform imaging procedures (contrast and non-contrast) in a variety of settings.
- ◆ conduct image-processing tasks.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office at Stanly Community College an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript from each college, university, or other post-secondary institution attended must be sent to the SCC Admissions Office.

3. Submit evidence of successful completion of high school or college general biology, algebra, and chemistry with a grade of "C" or higher in each course. If these prerequisite courses were not completed in high school, they may be completed at Stanly Community College or other post-secondary institutions. Students completing these courses through SCC's Adult High School program must score 85 or higher in order to receive credit. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to insure that the credits are acceptable.

4. Complete Requirement A or B below:

- (A) Successfully complete the placement test (ASSET) with the following minimum scores: Writing, 45; Reading, 43; Numerical, 43. Radiography applicants will also complete the Elementary Algebra section of the ASSET. While there is no minimum score required on the Elementary Algebra section for acceptance to the Radiography program, applicants must score 36 or higher in order to enroll in MAT 140—Survey of Mathematics. Applicants scoring below 36 on the Elementary Algebra section may complete the appropriate developmental course(s) for MAT 140. All developmental courses must be completed prior to entering the Radiography program.

Radiography applicants who fail to achieve the required minimum scores on the first attempt of the ASSET may retest once during a twelve-month period. Applicants must wait at least three months from their initial test date before retesting or provide documentation of appropriate remedial work since first attempting the ASSET. When

retesting, applicants will retest only on those sections of the test that were not successfully completed on the first attempt.

Applicants presenting ASSET scores older than five years will be required to retest.

- (B) Complete all general education courses required for the Radiography program. A cumulative GPA of 2.0 is required in all general education courses in the Radiography program in order to be considered for acceptance.

If the applicant fails to achieve the above minimum ASSET score, he or she may qualify for admission to the program by completing all general education classes required in the Radiography program. General education classes are those courses whose prefixes begin with ENG, BIO, MAT, PSY, or CIS and include a humanities elective. A cumulative GPA of 2.0 is required in all general education courses in the Radiography program in order to be considered for admission. While completing the general education courses, applicants are encouraged to take the ASSET as often as is permitted. An applicant who completes the ASSET with the minimum scores above will be added to the acceptance or waiting list immediately regardless of whether all general education courses have been completed.

Applicants who qualify for admission to the Radiography program by completing the general education requirements are responsible for notifying the Stanly Community College Admissions Office in writing after completing the last general education course. Since names are added to the Radiography acceptance list on a first-come first-served basis, it is to the applicant's advantage to notify the Admissions Office as soon as possible after completing the general education classes. Official transcripts of the general education courses must be submitted to the SCC Admissions Office before the applicant will be placed on the acceptance or waiting list. In addition, the applicant must have on file with Stanly Community College an active application for admission to the Radiography program. That application must indicate the fall semester in which the applicant hopes to enter the Radiography program. If that fall semester passes and the applicant has not been accepted to the program, the application then becomes inactive. Another application must be submitted indicating a subsequent fall semester start date.

Note: Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.

ACCEPTANCE PROCEDURE

The Radiography program admits a maximum of 20 students each fall semester. Applicants may be conditionally accepted to the program after completing admission requirements 1 and 4 listed above. If the Radiography program is full at the time an applicant completes requirements 1 and 4, his or her name will be placed in the next available position on the waiting list.

Applicants who are conditionally accepted will receive a letter informing them of their acceptance. The letter will list any unfulfilled admission requirements and will specify a date by which all admission requirements must be completed. Included in the list will be requirements 2 and 3 above (if not yet completed).

Upon conditional acceptance to the Radiography program, the applicant will receive a medical form from the SCC Admissions Office. The medical form must be completed by a licensed physician, physician's assistant, or nurse practitioner and returned to the Admissions Office by the date specified on the applicant's acceptance letter.

Applicants accepted to the Radiography program must submit evidence of current certification in CPR and a negative TB skin test. A current TB skin test and CPR certification are required throughout the student's attendance in the Radiography program.

WAITING LIST

When an applicant's name is placed on the waiting list, he or she is assigned a number and is notified of the position on the list. Applicants on the waiting list will receive periodic updates from the Admissions Office informing them of their acceptance status. They also receive confirmation notices in which they are asked to confirm their continued intent to enroll in the Radiography program. It is imperative that these confirmation notices be returned to the Admissions Office in a timely manner in order to avoid having the applicant's name deleted from the waiting list.

It is also imperative that the College's Admissions Office has a current address and telephone number for each Radiography applicant in order to mail waiting list updates and confirmation notices. Any such mailings returned to the College marked "Undeliverable" may result in the applicant's name being deleted from the waiting list.

ADDITIONAL INFORMATION

Applicants to the Radiography program are advised to familiarize themselves with all admission requirements for this program of study. If an applicant has any questions regarding these requirements, he or she is encouraged to contact the SCC Admissions Office for clarification.

Applicants should be aware that some clinical affiliates require that students submit an acceptable criminal background check and/or drug screening prior to participation in a clinical component at that site. Students are responsible for paying any costs associated with meeting this clinical site requirement. Progress toward graduation may be jeopardized by any inability to complete the clinical portion of the Radiography program.

CRITERIA FOR PROGRESSION

1. For the student to progress in the Radiography program, a grade of "C" or higher must be achieved for all radiography and radiography-related courses (courses with prefixes of BIO or MAT). Students earning less than a "C" in a radiography course and/or a related BIO or MAT course will be withdrawn from the Radiography program automatically. If a student receives below a "C" (below 78) in the theory component or unsatisfactory in the clinical component of radiography courses involving clinical experience, the theory and clinical grades will not be averaged; and a grade of "F" will be submitted for the overall grade for the course.

Students taking general education courses from another college will be required to present proof of course completion to progress. Students will not be allowed to preregister or register without this transcript information.

The grading scale for all RAD courses is as follows:

- A 93–100
- B 86–92
- C 78–85
- F a score of less than 78 in theory or an unsatisfactory clinical evaluation

2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the Radiography faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon review of the professional statement of health submitted by the student, the Associate Dean of the Allied Health Division and the Vice President of Students will determine if the student may continue in the program. The Vice President of Students will notify the student in writing of the decision.
3. In the event that a student's behavior is not consistent with sound radiography practices and/or safety essential to radiography, the faculty, clinical site supervisors, or the Associate Dean of the Allied Health Division have the authority to temporarily remove the student from the clinical, class, or lab setting immediately. If the faculty or the Associate Dean determine that the student has demonstrated behavior that conflicts with sound medical care practices or safety, they may recommend to the Vice President of Students that the student be withdrawn from the class or the program. The Vice President will notify the student in writing of this recommendation and will meet with the student, the faculty, and the Associate Dean to discuss the issue. The Vice President will then reach a decision and inform the student in writing of that decision.

READMISSION TO THE PROGRAM

Students desiring readmission to the Radiography program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. Students will be permitted to reenter the Radiography program no more than once.

Students seeking readmission to the SCC Radiography program must apply for readmission at least ninety days prior to the beginning of the term in which they are seeking readmission. Only those students whose cumulative GPA is 2.0 or higher at the time of withdrawal from the program will be considered for readmission. When applying for readmission, students who previously completed at least one term in the Radiography program must apply to the same term in which they withdrew.

In order to be accepted for advanced standing readmission, the applicant must successfully complete a competency exam administered by the Radiography Department or audit selected radiography classes as designated by the program head. The competency exam will test the applicant's knowledge of material covered in all Radiography (RAD) classes that were successfully completed up to the point of withdrawal. If the applicant chooses to audit RAD classes instead of taking the competency exam, he or she must successfully perform competencies that are required in all RAD classes. Applicants will be given one opportunity to complete the competency exam (or audit) successfully.

In addition to successful completion of the competency exam or audit, there must be space available in the Radiography program before acceptance will be granted to an applicant seeking readmission. In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam or audit an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam or audit successfully before being readmitted to the Radiography program.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Radiography curriculum with an earned grade of "C" or higher in the radiography courses and an overall major grade point average of 2.00 or higher.
2. Complete an Application for Graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Vice President of Students. (See graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

Recommended sequence of courses for Radiography curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
BIO 163	Basic Anatomy and Physiology	General	4	2	0	5
RAD 110	Radiography Introduction and Patient Care	Major	2	3	0	3
RAD 111	Radiographic Procedures I	Major	3	3	0	4
RAD 121	Radiographic Imaging I	Major	2	3	0	3
RAD 151	Radiography Clinical Education I	Major	0	0	6	2
						17
Spring Semester (first year)						
CIS 110	Introduction to Computers	General	2	2	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
RAD 112	Radiographic Procedures II	Major	3	3	0	4
RAD 122	Radiographic Imaging II	Major	1	3	0	2
RAD 161	Radiography Clinical Education II	Major	0	0	15	5
						17
Summer Semester (first year)						
PSY 150	General Psychology	General	3	0	0	3
RAD 131	Radiographic Physics I	Major	1	3	0	2
RAD 171	Radiography Clinical Education III	Major	0	0	12	4
						9
Fall Semester (second year)						
ENG 111	Expository Writing	General	3	0	0	3
RAD 211	Radiographic Procedures III	Major	2	3	0	3
RAD 231	Radiographic Physics II	Major	1	3	0	2
RAD 241	Radiation Protection	Major	2	0	0	2
RAD 251	Radiography Clinical Education IV	Major	0	0	21	7
						17
Spring Semester (second year)						
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
RAD 245	Radiographic Analysis	Major	2	3	0	3
RAD 261	Radiography Clinical Education V	Major	0	0	21	7
	Humanities elective	General				3
						16

TOTAL CREDIT HOURS IN PROGRAM 76

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

RESPIRATORY THERAPY

Associate in Applied Science—A45720

The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists. In these roles, individuals perform diagnostic testing, treatments, and management of patients with heart and lung diseases.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include life support, monitoring, drug administration, and treatment of patients of all ages in a variety of settings.

Graduates of accredited programs may be eligible to take Entry-Level exam from the National Board of Respiratory Care. Therapy graduates may also take the Advanced Practitioner examinations. Graduates may be employed in hospitals, clinics, nursing homes, education, industry, and home care.

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ recommend diagnostic procedures as indicated by relevant clinical information, including pediatric and perinatal population.
- ◆ participate in development of respiratory care plan based on analysis of patient records to determine pathophysiologic state.
- ◆ implement respiratory care quality assurance programs and supervise or direct process improvement procedures.
- ◆ ensure appropriateness of equipment selection based on respiratory care plan and monitor equipment to assure infection control.
- ◆ evaluate, monitor, and record patient's response to prescribed respiratory care.
- ◆ modify respiratory care plan and/or therapeutic procedures including ventilatory management based on patient's clinical response.
- ◆ assist physician with special procedures.
- ◆ initiate and conduct pulmonary rehabilitation and/or home care within the prescription of a licensed physician.
- ◆ maintain the highest standards of ethics and code of professionalism at all times.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

ADDITIONAL INFORMATION

Upon completion of all required course work, the student will be awarded an Associate in Applied Science degree in Respiratory Therapy. To work as a respiratory therapy practitioner, graduates may then sit for credentialing examinations, which will allow them to be licensed in most states. (Licensure requirements vary by state.) This procedure is separate from Stanly Community College and the graduation process.

Applicants should be aware that some clinical affiliates require that students submit an acceptable criminal background check and/or drug screening prior to participation in a clinical component at that site. Students are responsible for paying any costs associated with meeting this clinical site requirement. Progress toward graduation may be jeopardized by any inability to complete the clinical portion of the Respiratory Therapy program.

The Respiratory Therapy program at Stanly Community College has been granted accreditation status by the Committee on Accreditation for Respiratory Care in conjunction with the CAAHEP.

ADMISSION REQUIREMENTS

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office at SCC an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.

An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be sent to the SCC Admissions Office.

3. Submit evidence of completion of high school or college biology, chemistry, and algebra with a grade of "C" or better before entry into the program. These prerequisite courses are available through SCC's Adult High School program or through curriculum (college) classes. Students completing these courses through the Adult High School program must

score 85 or higher in order to receive credit. Applicants wishing to complete the above prerequisite courses at other institutions must receive prior approval from the Director of Admissions at Stanly Community College.

4. Complete the placement test (ASSET). If test results indicate a need for developmental studies, developmental classes must be completed prior to enrollment in the Respiratory Therapy program. Applicants who have previously completed ENG 111 (Expository Writing) and MAT 140 (Survey of Mathematics) may be exempt from placement testing.

Applicants presenting ASSET scores older than five years will be required to retest.

5. Submit to the Respiratory Therapy program head a properly completed medical form (supplied by the SCC Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician, physician's assistant, or nurse practitioner and received in the program head's office by the due date specified on the applicant's letter of acceptance.
6. After acceptance to the program, submit to the Respiratory Therapy program head current CPR certification. Current CPR certification is required throughout the student's attendance in the Respiratory Therapy program.

Note: Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.

Acceptance Procedure

The Respiratory Therapy program accepts a maximum of 24 students each year. Applicants are accepted on a first-come, first-served basis after completing admission requirements 1 and 4 above. Applicants who apply to the Respiratory Therapy program after the 24 seats are filled will be placed on a backup list in the order in which they completed admission requirements 1 and 4 above. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the backup list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the backup list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application in order to be considered for admission that following year. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

CRITERIA FOR PROGRESSION

1. All Respiratory Therapy courses must be taken and passed in sequence as offered in the curriculum. General education courses may be taken prior to any semester offered upon advisor's approval.

Grading scale for all RCP courses:

- A 93–100
- B 86–92
- C 78–85
- F A score of less than 78
- S Satisfactory

To progress in the Respiratory Therapy program, all students must make a grade of "C" or higher or "S" in all respiratory-related courses (courses with prefixes of BIO, MAT, and RCP). Students earning less than a "C" in these courses or an unsatisfactory in a clinical course will result in automatic dismissal from the program.

2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the Respiratory Therapy faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, physician assistant, psychiatrist, or psychologist. Upon consultation with the Associate Dean of the Allied Health Division and review of the professional statement of health submitted by the student, the Vice President of Students will render a decision as to whether the student will be allowed to continue in the program. The Vice President of Students will notify the student in writing of the decision.
3. In the event a student's behavior is not consistent with sound respiratory practices and/or safety essential to respiratory therapy, the instructors or the Associate Dean of the Allied Health Division have the authority to remove the student immediately. Students so removed will be referred to the Vice President of Students for further investigation and/or possible dismissal from the Respiratory Therapy program.
4. Students should be aware that some clinical affiliates require that students submit an acceptable criminal background check and/or drug screening prior to participation in a clinical component at that site. Students are responsible for paying

any costs associated with meeting this clinical site requirement. Progression toward graduation may be jeopardized by any inability to complete the clinical portion of the Respiratory Therapy program.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Respiratory Therapy curriculum, earning a grade of "C" or higher in the respiratory courses and an overall 2.00 grade point average.
2. Complete an Application for Graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Vice President of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

READMISSION TO THE PROGRAM

Students desiring readmission to the Respiratory Therapy program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. Students will be permitted to reenter the Respiratory Therapy program no more than once.

Students seeking readmission to the SCC Respiratory Therapy program must apply for readmission at least ninety days prior to the beginning of the term in which they are seeking readmission. Only those students whose cumulative GPA is 2.0 or higher at the time of readmission to the program will be considered for readmission. When applying for readmission, students who previously completed at least one term in the Respiratory Therapy program must apply to the same term in which they withdrew.

In order to be accepted for advanced standing readmission, the applicant must successfully complete a competency exam administered by the Respiratory Therapy Department or audit selected Respiratory Therapy classes as designated by the program head. The competency exam will test the applicant's knowledge of material covered in all Respiratory Therapy (RCP) classes that were successfully completed up to the point of withdrawal. If the applicant chooses to audit RCP classes instead of taking the competency exam, he or she must successfully perform competencies that are required in all RCP classes. Applicants will be given one opportunity to complete the competency exam (or audit) successfully.

In addition to successful completion of the competency exam or audit, there must be space available in the Respiratory Therapy program before acceptance will be granted to an applicant seeking readmission. In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam or audit an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission to the same term of the following year. The applicant will again be required to complete a competency exam or audit successfully before being readmitted to the Respiratory Therapy programs.

Recommended sequence of courses for Respiratory Therapy curriculum:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester (first year)						
ACA 111	College Student Success	Other	1	0	0	1
BIO 165	Anatomy and Physiology I	General	3	3	0	4
CIS 110	Introduction to Computers	Other	2	2	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3
RCP 110	Introduction to Respiratory Care	Major	3	3	0	4
RCP 115	C-P Pathophysiology	Major	2	0	0	2
RCP 122	Special Practice Lab	Major	0	2	0	1
						18

Spring Semester (first year)

BIO 166	Anatomy and Physiology II	General	3	3	0	4
RCP 111	Therapeutics/Diagnostics	Major	4	3	0	5
RCP 113	RCP Pharmacology	Major	2	0	0	2
RCP 123	Special Practice Lab	Major	0	3	0	1
RCP 145	RCP Clinical Practice II	Major	0	0	15	<u>5</u>
						17

Summer Semester (first year)

RCP 112	Patient Management	Major	3	3	0	4
RCP 154	RCP Clinical Practice III	Major	0	0	12	<u>4</u>
						8

Fall Semester (second year)

ENG 111	Expository Writing	General	3	0	0	3
PSY 150	General Psychology	General	3	0	0	3
RCP 210	Critical Care Concepts	Major	3	3	0	4
RCP 214	Neonatal/Ped's Respiratory Care	Major	1	3	0	2
RCP 234	RCP Clinical Practice IV	Major	0	0	12	<u>4</u>
						16

Spring Semester (second year)

ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
RCP 211	Advanced Monitoring/Procedures	Major	3	3	0	4
RCP 215	Career Prep—Advanced Level	Major	0	3	0	1
RCP 222	Special Practice Lab	Major	0	3	0	1
RCP 245	RCP Clinical Practice V	Major	0	0	15	5
	Humanities elective	General	3	0	0	<u>3</u>
						17

TOTAL CREDIT HOURS IN PROGRAM 76

Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

RESPIRATORY THERAPY

Advanced Standing Program—A45720R

The Respiratory Therapy Advanced Standing Program at Stanly Community College offers career education for certified respiratory therapists who have a minimum of five years of experience in the field of respiratory care.

The respiratory therapist specializes in the application of scientific knowledge and theory to practical, clinical problems of respiratory care. Knowledge and skills for performing these functions are usually achieved through two or more years of academic and clinical preparation. The respiratory therapist is qualified to assume primary clinical responsibility for all respiratory care modalities. The therapist is frequently required to exercise considerable independent, clinical judgment in the respiratory care of patients under the direct or indirect supervision of a physician. Furthermore, the therapist is capable of serving as a technical resource person to the physician and hospital staff with regard to current practices in respiratory care.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include ventilator management and monitoring, drug administration, and treatment of patients of all ages in a variety of settings.

Graduates may be employed in a wide variety of health related areas including hospitals (in respiratory therapy, special services, cardiopulmonary, or anesthesiology departments), respiratory equipment sales and rental companies, rehabilitation centers, skilled nursing care facilities, and educational and research institutions.

Upon successful completion of all required course work, the student will be awarded an Associate in Applied Science degree in Respiratory Therapy. Graduates of Respiratory Therapy are eligible to apply for admission to the Advanced Practitioner examinations by the National Board for Respiratory Care, which will also allow them to apply for licensure in most states. (Licensure requirements vary by state.)

Competencies:

Upon successful completion of this program, the student should be able to:

- ◆ evaluate, monitor, and record patient response to prescribed respiratory care and recommend diagnostic procedures as indicated by relevant clinical information, including pediatric and perinatal population.
- ◆ participate in development of care plan based on analysis of patient records.
- ◆ implement quality assurance programs and direct process improvement procedures.
- ◆ ensure appropriateness of equipment selection based on respiratory care plan and monitor equipment to assure infection control.
- ◆ modify care plan and/or therapeutic procedures including ventilatory management based on patient's clinical response.
- ◆ assist physician with special procedures.
- ◆ initiate and conduct pulmonary rehabilitation and/or home care as ordered by physician.
- ◆ maintain the highest standards of ethics and code of professionalism at all times.
- ◆ demonstrate a working knowledge of computing concepts, components, and basic office applications.

ADMISSION REQUIREMENTS

1. Students considered for the Advanced Standing Program must be credentialed and currently employed as a Certified Respiratory Therapist and have a minimum of five years of experience in respiratory care verified by his or her current employers.
2. Applicants considered for the Advanced Standing Program must have completed an accredited one-year diploma program in Respiratory Therapy. An official transcript copy from each college, university, or post-secondary institution attended by the applicant must be sent to the SCC Admissions Office prior to enrollment in the Advanced Standing Program.
3. Submit to the Admissions Office at SCC a properly completed Application for Admission.
4. Submit to the Admissions Office at SCC an official copy of a high school transcript showing successful completion of all requirements for graduation. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma.
5. Submit evidence of completion of high school or college biology, chemistry, and algebra with a passing grade before entry into the program. These prerequisite courses are available through the College. Applicants wishing to complete the above prerequisite courses at other institutions must receive prior approval from the Director of Admissions at Stanly Community College.

6. Complete the placement test (ASSET). If test results indicate a need for developmental studies, developmental classes must be completed prior to enrollment in the Respiratory Therapy Advanced Standing Program. Applicants who have previously completed ENG 111 (Expository Writing) and MAT 140 (Survey of Mathematics) may be exempt from placement testing.
7. Submit to the Respiratory Therapy program director a properly completed medical form (supplied by the SCC Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician, physician's assistant, or nurse practitioner and received by the due date specified on the applicant's letter of acceptance. A TB test must remain current while enrolled in the program.
8. After acceptance to the program, submit to the SCC Admissions Office current CPR certification. Current CPR certification is required throughout the student's attendance in the program.

Applicants are accepted to the Respiratory Therapy Advanced Standing Program on a first-come, first-served basis pending space availability. If an applicant does not enter the program during the term indicated on his or her application, the application becomes inactive. If he or she wishes to be considered for admission in a subsequent term or year, the applicant will need to submit another application indicating the new start term and year.

CRITERIA FOR PROGRESSION

1. All Respiratory Therapy courses must be taken and passed in sequence as offered in the curriculum. General education courses may be taken prior to any semester offered upon advisor's approval.

Grading scale for all RCP courses:

- A 93–100
- B 86–92
- C 78–85
- F A score of less than 78
- S Satisfactory

To progress in the Respiratory Therapy Advanced Standing Program, all students must make grade of "C" or higher or "S" in all respiratory-related (RCP) courses. Students earning less than a "C" in these courses or an unsatisfactory in a clinical course will result in automatic dismissal from the program.

2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the Respiratory Therapy faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, physician assistant, psychiatrist, or psychologist. Upon consultation with the Associate Dean of the Allied Health Division and review of the professional statement of health submitted by the student, the Vice President of Students will render a decision as to whether the student will be allowed to continue in the program. The Vice President of Students will notify the student in writing of the decision.
3. In the event a student's behavior is not consistent with sound respiratory practices and/or safety essential to respiratory therapy, the instructors or the Associate Dean of the Allied Health Division have the authority to remove the student immediately. Students so removed will be referred to the Vice President of Students for further investigation and/or possible dismissal from the Respiratory Therapy Advanced Standing Program.
4. Students should be aware that some clinical affiliates require that students submit an acceptable criminal background check and/or drug screening prior to participation in a clinical component at that site. Students are responsible for paying any costs associated with meeting this clinical site requirement. Progression toward graduation may be jeopardized by any inability to complete the clinical portion of the Respiratory Therapy Advanced Standing Program.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the Respiratory Therapy Advanced Standing curriculum, earning a grade of "C" or higher in the respiratory courses and an overall 2.00 grade point average.
2. Complete an Application for Graduation prior to October 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of credits required for a degree, diploma, or certificate from SCC.

5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions may be granted by the Vice President of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

READMISSION TO THE PROGRAM

Students desiring readmission to the Respiratory Therapy Advanced Standing Program must submit an Application for Admission to the Director of Admissions and satisfy all current admission requirements for the program. Students will be permitted to reenter the Respiratory Therapy program no more than once.

Students seeking readmission to the program must apply for readmission at least ninety days prior to the beginning of the term in which they are seeking readmission. Only those students whose cumulative GPA is 2.0 or higher at the time of readmission to the program will be considered for readmission. When applying for readmission, students who previously completed at least one term in the program must apply to the same term in which they withdrew.

In order to be accepted for readmission, the applicant must successfully complete a competency exam administered by the Respiratory Therapy faculty or audit selected Respiratory Therapy classes as designated by the program director. The competency exam will test the applicant's knowledge of material covered in all Respiratory Therapy (RCP) classes that were successfully completed up to the point of withdrawal. If the applicant chooses to audit RCP classes instead of taking the competency exam, he or she must successfully perform competencies that are required in all RCP classes. Applicants will be given one opportunity to complete the competency exam or audit successfully.

In addition to successful completion of the competency exam or audit, there must be space available in the program before acceptance will be granted to an applicant seeking readmission. In the event that more than one applicant is seeking readmission for the same term, acceptance will be awarded in the order in which the applications for admission were received in the SCC Admissions Office. If after successfully completing the competency exam or audit an applicant is denied readmission due to lack of space in the program, that applicant will have an opportunity to apply for readmission in a subsequent year. The applicant will again be required to complete the competency exam or audit successfully before being readmitted to the program.

EXPERIENTIAL CREDIT

A Certified Respiratory Therapist enrolled in the Respiratory Therapy Advanced Standing Program with a minimum of five years of active work experience in respiratory care will be given credit for required clinical courses in the Respiratory Therapy curriculum. For every year of active work experience in Respiratory Care, the student will receive two credit hours for the clinical courses. A total of 10 credit hours will be awarded to the student for experiential credit to satisfy the required clinical course hours.

REQUIREMENTS FOR CLINICAL COURSE COMPLETION

Students will be required to complete the following assignments satisfactorily as indicated for each clinical course in order to receive experiential credit. Details of assignments will be given to the student at the beginning of each semester.

RCP 234:

- Attend special laboratory session.
- Complete two patient assessment sheets.
- Complete one patient care analysis.
- Complete written summative evaluation.

RCP 245:

- Attend special laboratory session.
- Complete written summative evaluation.
- Present oral case study.
- Declaration of clinical competence by employer.

Recommended sequence of courses for Respiratory Therapy Advanced Standing Program:

Course Title		Course Category	Hours Per Week			Credit Hours
			Class	Lab	Clinical	
Fall Semester						
CIS 110	Introduction to Computers	Other	3	2	0	3
ENG 111	Expository Writing	General	3	0	0	3
PSY 150	General Psychology	General	3	0	0	3
RCP 210	Critical Care Concepts	Major	3	3	0	4
RCP 214	Neonatal/Ped's Respiratory Care	Major	1	3	0	2
RCP 234	RCP Clinical Practice IV	Major	0	0	12	<u>4</u>
						19
Spring Semester						
ENG 113	Literature-Based Research	General	3	0	0	3
	or					
ENG 114	Professional Research and Reporting	General	3	0	0	3
RCP 211	Advanced Monitoring/Procedures	Major	3	3	0	4
RCP 215	Career Prep—Advanced Level	Major	0	3	0	1
RCP 222	Special Practice Lab	Major	0	2	0	1
RCP 245	RCP Clinical Practice V	Major	0	0	15	5
	Humanities elective	General	3	0	0	<u>3</u>
						17

* Students may receive experiential credit for clinical experience. In addition to clinical experience, students will be required to complete assigned course work for course credit to be granted for RCP 234 and RCP 245.

** Math 140 or equivalent with a grade of C or higher must be completed in order to receive an AAS degree.

Course Descriptions

COURSE DESCRIPTIONS

The courses that follow are an alphabetical listing by course prefixes of curriculum courses offered by Stanly Community College. Each entry includes:

Course Prefix and Number
↓
CIS 110
Prerequisites: None
Corequisites: None

Area of Study
↓
INFORMATION SYSTEMS

Class Hours
↓
2

Credit Hours
↓
3

Introduction to Computers
← Course Title
← Prerequisite(s) and Corequisite(s)
None

Lab/Clinical/Work Experience
↑
2

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

- ◆ **Course prefix** indicates the subject area of the courses, such as ENG (English) and MAT (mathematics).
- ◆ **Course number** indicates the level of the course. Numbers that begin with zero designate developmental courses and are not applicable toward graduation requirements.
- ◆ **Course title** indicates the general course topic.
- ◆ **Contact and credit numbers** indicate the class hours, laboratory/clinical/work experience hours, and credit hours earned for the course. For example:
 - 3-0-3: course meets 3 class and 0 laboratory/clinical/work experience hours per week and earns 3 semester credit hours.
 - 5-9-8: course meets 5 class and 9 laboratory/clinical/work experience hours per week and earns 8 semester credit hours.A breakdown of laboratory/clinical/work experience hours may be found in the Programs of Study section of this catalog.
- ◆ **Prerequisite** indicates a course that must be taken before the described course may be taken.
- ◆ **Corequisite** indicates a course that must be taken in the same semester as the described course.

HUMANITIES AND SOCIAL SCIENCE ELECTIVES

The following course prefixes are approved for humanities and social science electives:

Humanities		Social Science	
ART	JOU	ANT	POL
DRA	MUS	GEO	PSY
ENG	PHI	HIS	SOC
FRE	REL		
HUM	SPA		

ACADEMIC RELATED**ACA 090 Study Skills****3 0 3**

Prerequisites: None

Corequisites: None

This course is intended for those who placed into credit-level course work but who are not maintaining satisfactory academic progress toward meeting program goals. Topics include study skills, note taking, learning styles and strategies, test taking, goal setting, and self-assessment skills. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACA 111 College Student Success**1 0 1**

Prerequisites: None

Corequisites: None

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

ACA 220 Professional Transition**1 0 1**

Prerequisites: None

Corequisites: None

This course provides preparation for meeting the demands of employment or education beyond the community college experience. Emphasis is placed on strategic planning, gathering information on workplaces or colleges, and developing human interaction skills for professional, academic, and/or community life. Upon completion, students should be able to successfully make the transition to appropriate workplaces or senior institutions.

ACCOUNTING**ACC 120 Principles of Financial Accounting I****3 2 4**

Prerequisites: None

Corequisites: None

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making, and address ethical considerations. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ACC 121 Principles of Managerial Accounting**3 2 4**

Prerequisites: ACC 120 with a minimum grade of C

Corequisites: None

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting, and decision making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ACC 122 Principles of Financial Accounting II**3 0 3**

Prerequisites: ACC 120 with a minimum grade of C

Corequisites: None

This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles.

ACC 131 Federal Income Taxes**2 2 3**

Prerequisites: None

Corequisites: None

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies, and the use of technology for the preparation of individual and business tax

returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.

ACC 140 Payroll Accounting

1 2 2

Prerequisites: ACC 115 or ACC 120 with a minimum grade of C

Corequisites: None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

ACC 149 Introduction to Accounting Spreadsheets

1 2 2

Prerequisites: ACC 115 or ACC 120 with a minimum grade of C and CIS 110

Corequisites: None

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

ACC 150 Accounting Software Applications

1 2 2

Prerequisites: ACC 115 or ACC 120 with a minimum grade of C and CIS 110

Corequisites: None

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

ACC 151 Accounting Spreadsheet Applications

1 2 2

Prerequisites: ACC 149 with a minimum grade of C

Corequisites: None

This course is designed to facilitate the use of spreadsheet technology as applied to accounting principles. Emphasis is placed on using spreadsheet software as a problem-solving and decision-making tool. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 180 Practices in Bookkeeping

3 0 3

Prerequisites: ACC 120

Corequisites: None

This course provides advanced instruction in bookkeeping and recordkeeping functions. Emphasis is placed on mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small business.

ACC 215 Ethics in Accounting

3 0 3

Prerequisites: ACC 121

Corequisites: None

This course introduces students to professional codes of conduct and ethics adopted by professional associations and state licensing boards for accountants, auditors, and fraud examiners. Topics include research and discussions of selected historical and contemporary ethical cases and issues as they relate to accounting and business. Upon completion, students should be able to apply codes and interpret facts and circumstances as they relate to accounting firms and business activities.

ACC 220 Intermediate Accounting I

3 2 4

Prerequisites: ACC 121 with a minimum grade of C

Corequisites: None

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

ACC 221 Intermediate Accounting II**3 2 4**

Prerequisites: ACC 220 with a minimum grade of C

Corequisites: None

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

ACC 225 Cost Accounting**3 0 3**

Prerequisites: ACC 121

Corequisites: None

This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 269 Audit and Assurance Services**3 0 3**

Prerequisites: ACC 220

Corequisites: None

This course introduces selected topics pertaining to the objectives, theory, and practices in engagements providing auditing and other assurance services. Topics will include planning, conducting, and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.

AIR-CONDITIONING, HEATING, AND REFRIGERATION**AHR 110 Introduction to Refrigeration****2 6 5**

Prerequisites: None

Corequisites: None

This course introduces the basic refrigeration process used in mechanical refrigeration and air-conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

AHR 112 Heating Technology**2 4 4**

Prerequisites: None

Corequisites: None

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

AHR 113 Comfort Cooling**2 4 4**

Prerequisites: None

Corequisites: None

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

AHR 211 Residential System Design**2 2 3**

Prerequisites: None

Corequisites: None

This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

ANTHROPOLOGY

ANT 220 Cultural Anthropology**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ANT 221 Comparative Cultures**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural change. Emphasis is placed on the similarities and differences in social institutions such as family, economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ART

ART 111 Art Appreciation**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 114 Art History Survey I**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 115 Art History Survey II**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 116 Survey of American Art**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and the decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ART 117 Non-Western Art History**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces non-Western cultural perspectives. Emphasis is placed on, but not limited to, African, Oriental, and Oceanic art forms throughout history. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of non-Western social and cultural development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

AUTOMATION TRAINING**ATR 213 Programmable Controllers****3 3 4**

Prerequisites: ELC 131

Corequisites: None

This course provides a detailed study of the PLC, related hardware and programming format, and applications in the automated work cell. Topics include input/output modules, power supplies, operator interface, ladder logic, and Boolean language programming. Upon completion, students should be able to install, program, and maintain PLC-controlled systems.

BIOLOGY

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

BIO 090 Foundations of Biology**3 2 4**

Prerequisites: None

Corequisites: RED 090

This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organisms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses.

BIO 111 General Biology I**3 3 4**

Prerequisites: None

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 112 General Biology II**3 3 4**

Prerequisites: BIO 111

Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 120 Introductory Botany**3 3 4**

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 130 Introductory Zoology**3 3 4**

Prerequisites: BIO 110 or BIO 111

Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 140 Environmental Biology**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 140A Environmental Biology Lab**0 3 1**

Prerequisites: None

Corequisites: BIO 140

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 161 Introduction to Human Biology**3 0 3**

Prerequisites: None

Corequisites: None

This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology.

BIO 163 Basic Anatomy and Physiology**4 2 5**

Prerequisites: None

Corequisites: None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIO 165 Anatomy and Physiology I**3 3 4**

Prerequisites: None

Corequisites: None

This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIO 166 Anatomy and Physiology II**3 3 4**

Prerequisites: BIO 165

Corequisites: None

This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles

of anatomy and physiology and the interrelationships of all body systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIO 175 General Microbiology

2 2 3

Prerequisites: BIO 110 or BIO 111 or BIO 163 or BIO 165 or BIO 168

Corequisites: None

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIO 230 Entomology

3 3 4

Prerequisites: BIO 112

Corequisites: None

This course covers the biology of insects. Topics include harmful and beneficial insects, their identification, classification, life cycles, behavior, distribution, economic importance, and the methods involved in collection and preservation. Upon completion, students should be able to identify common insects and describe their biology and ecology. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIO 271 Pathophysiology

3 0 3

Prerequisites: BIO 163, BIO 166, or BIO 169

Corequisites: None

This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BIOMEDICAL EQUIPMENT TECHNOLOGY

BMT 111 Introduction to Biomedical Field

1 0 1

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of the health care delivery system. Topics include hospital organization and structure, BMET duties and responsibilities, and the professional and social interrelationships between services. Upon completion, students should be able to demonstrate an understanding of hospital organization as related to BMET duties.

BMT 112 Hospital Safety Standards

2 2 3

Prerequisites: None

Corequisites: None

This course covers national, state, and local standards pertaining to hospital safety. Topics include electrical safety, gas safety, SMDA reporting, and JCAHO and FPA compliance. Upon completion, students should be able to conduct PM and safety inspections in compliance with safety regulations.

BMT 113 Medical Electronics

3 4 5

Prerequisites: ELC 112 or ELC 131

Corequisites: None

This course includes circuit approximations for semiconductor devices. Topics include first, second, and third approximations; biasing considerations; instrumentation amplifiers; and non-linear applications. Upon completion, students should be able to analyze and approximate the operation of semiconductor devices used in medical equipment.

BMT 211 Biomedical Measurements

2 2 3

Prerequisites: None

Corequisites: None

This course introduces the human-instrument system and problems encountered in attempting to obtain measurements from a living body. Topics include electrodes, transducers, instrumentation, amplifiers, electrocardiographs, monitors, recorders,

defibrillators, ESU units, and related equipment. Upon completion, students should be able to analyze, troubleshoot, repair, and calibrate diagnostic and therapeutic equipment.

BMT 212 BMET Instrumentation I

3 6 6

Prerequisites: None

Corequisites: None

This course covers theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications.

BMT 213 BMET Instrumentation II

2 3 3

Prerequisites: BMT 212

Corequisites: None

This course provides continued study of theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications.

BMT 223 Imaging Techniques/Laser Fundamentals

3 2 4

Prerequisites: None

Corequisites: None

This course covers techniques associated with X-ray, CT scan, magnetic resonance imaging, and ultrasound, along with fundamental concepts and applications of medical lasers. Topics include radiation interaction with matter, X-ray emissions, beam restricting devices, laser energy generation, and laser usage in surgery and other related medical procedures. Upon completion, students should be able to understand the operation of imaging devices, evaluate, calibrate, align, and provide safety instruction in usage of medical lasers.

BMT 225 Biomedical Troubleshooting

1 4 3

Prerequisites: None

Corequisites: None

This course is designed to provide students with basic problem solving skills and to track down and identify problems frequently encountered with medical instrumentation. Emphasis is placed on developing logical troubleshooting techniques using technical manuals, flowcharts, and schematics to diagnose equipment faults. Upon completion, students should be able to logically diagnose and isolate faults and perform repairs to meet manufacturer specifications.

BLUEPRINT READING

BPR 111 Blueprint Reading

1 2 2

Prerequisites: None

Corequisites: None

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part. This course includes an oral communication component.

BUSINESS

BUS 110 Introduction to Business

3 0 3

Prerequisites: None

Corequisites: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BUS 115 Business Law I**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. Additional topics include bailments, sales, and risk-bearing. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BUS 116 Business Law II**3 0 3**

Prerequisites: BUS 115

Corequisites: None

This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

BUS 121 Business Math**2 2 3**

Prerequisites: None

Corequisites: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

BUS 135 Principles of Supervision**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the workplace.

BUS 137 Principles of Management**3 0 3**

Prerequisites: None

Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

BUS 151 People Skills**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive communication patterns and healthy, nondestructive positive communication patterns. This course will also include professional development and oral communication components. This course includes an oral communication component.

BUS 153 Human Resource Management**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

BUS 198 Seminar in Business**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions. Students will have an opportunity to examine current business practices and applications in e-commerce.

BUS 210 Investment Analysis**3 0 3**

Prerequisites: ACC 111 or ACC 120

Corequisites: None

This course examines the concepts related to financial investment and the fundamentals of managing investments. Emphasis is placed on the securities markets, stocks, bonds, and mutual funds, as well as tax implications of investment alternatives. Upon completion, students should be able to analyze and interpret investment alternatives and report findings to users of financial information.

BUS 217 Employment Law and Regulations**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the principal laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO, affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and assure that decisions are not contrary to law.

BUS 225 Business Finance**2 2 3**

Prerequisites: ACC 120

Corequisites: None

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

BUS 230 Small Business Management**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the challenges of entrepreneurship including the start-up and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

BUS 234 Training and Development**3 0 3**

Prerequisites: None

Corequisites: None

This course covers developing, conducting, and evaluating employee training with attention to adult learning principles. Emphasis is placed on conducting a needs assessment, using various instructional approaches, designing the learning environment, and locating learning resources. Upon completion, students should be able to design, conduct, and evaluate a training program.

BUS 235 Performance Management**3 0 3**

Prerequisites: None

Corequisites: None

This course includes the legal background for performance management and the basic methodology used in developing and validating a performance management system. Emphasis is placed on job analysis, job descriptions, appraisal instruments, and action plans. Upon completion, students should be able to develop, implement, and maintain a comprehensive performance management system.

BUS 238 Integrated Management**3 0 3**

Prerequisites: BUS 137

Corequisites: None

This course provides a management simulation exercise in which students make critical managerial decisions based upon the situations that arise in operating competitive business enterprises. Topics include operations management, forecasting, budgeting, purchasing, facility layout, aggregate planning, and work improvement techniques. Upon completion, students should be able to perform the variety of analytical and decision-making requirements that will be faced in a business.

BUS 239 Business Applications Seminar**1 2 2**

Prerequisites: ACC 120, BUS 115, BUS 137, MKT 120, and either ECO 151, ECO 251, or ECO 252

Corequisites: None

This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the workplace.

BUS 240 Business Ethics**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the work force and society.

BUS 253 Leadership and Management Skills**3 0 3**

Prerequisites: None

Corequisites: None

This course includes a study of the qualities, behaviors, and personal styles exhibited by leaders. Emphasis is placed on coaching, counseling, team building, and employee involvement. Upon completion, students should be able to identify and exhibit the behaviors needed for organizational effectiveness.

BUS 254 Advanced People Skills**3 0 3**

Prerequisites: BUS 151

Corequisites: None

This course provides an advanced study of the concepts included in BUS 151. Topics include causes for communication breakdown, behavior styles, and advanced techniques for assertiveness and conflict resolution in the business environment. Upon completion, students should be able to recognize and handle conflict situations and the difficult people who create them.

BUS 255 Organizational Behavior in Business**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.

BUS 260 Business Communication**3 0 3**

Prerequisites: ENG 111

Corequisites: None

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

BUS 270 Professional Development**3 0 3**

Prerequisites: None

Corequisites: None

This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job. This course includes an oral communication component.

BUS 285 Business Management Issues**2 2 3**

Prerequisites: BUS 137

Corequisites: None

This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

CYBER CRIME TECHNOLOGY

CCT 121 Computer Crime Investigation

3 2 4

Prerequisites: None

Corequisites: None

This course introduces the fundamental principles of computer crime investigation processes. Topics include crime scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, preparation of reports and court presentations. Upon completion, students should be able to identify cyber crime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution.

COMPUTER ENGINEERING TECHNOLOGY

CET 110 Introduction to CET

0 3 1

Prerequisites: None

Corequisites: None

This course introduces the basic skills required for computer technicians. Topics include career choices, safety practices, technical problem solving, scientific calculator usage, soldering/desoldering, keyboarding skills, engineering computer applications, and other related topics. Upon completion, students should be able to safely solder/desolder and use a scientific calculator and computer applications to solve technical problems.

CET 111 Computer Upgrade/Repair I

2 3 3

Prerequisites: CIS 130

Corequisites: None

This course is the first of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include safety practices, CPU/memory/bus identification, disk subsystem, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

CET 211 Computer Upgrade/Repair II

2 3 3

Prerequisites: CET 111

Corequisites: None

This course is the second of two courses covering repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include resolving resource conflicts and system bus specifications, configuration and troubleshooting peripherals, operating system configuration and optimization, and other related topics. Upon completion, students should be able to identify and resolve system conflicts and optimize system performance.

CHEMISTRY

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

CHM 090 Chemistry Concepts

4 0 4

Prerequisites: None

Corequisites: None

This course provides a nonlaboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.

CHM 151 General Chemistry I

3 3 4

Prerequisites: None

Corequisites: None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 152 General Chemistry II**3 3 4**

Prerequisites: CHM 151

Corequisites: None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

INFORMATION SYSTEMS**CIS 110 Introduction to Computers****2 2 3**

Prerequisites: None

Corequisites: None

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.*

CIS 115 Introduction to Programming and Logic**2 2 3**

Prerequisites: MAT 070 or MAT 080 or MAT 090

Corequisites: None

This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.*

CIS 120 Spreadsheet I**2 2 3**

Prerequisites: CIS 110 or CIS 111 or OST 137

Corequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CIS 126 Graphics Software Introduction**2 2 3**

Prerequisites: None

Corequisites: None

This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications.

CIS 130 Survey of Operating Systems**2 3 3**

Prerequisites: None

Corequisites: None

The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.

CIS 147 Operating Systems—Windows™**2 2 3**

Prerequisites: None

Corequisites: None

This course introduces operating systems concepts for a Windows™ operating system. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating system functions at the support level in a Windows™ environment.

CIS 152 Database Concepts and Applications**2 2 3**

Prerequisites: CIS 110, CIS 111, or CIS 115

Corequisites: None

This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices.

CIS 153 Database Applications**2 2 3**

Prerequisites: CIS 152

Corequisites: None

This course covers advanced database functions continued from CIS 152. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.

CIS 154 Database Utilization**1 2 2**

Prerequisites: CIS 110 or CIS 111 or OST 137

Corequisites: None

This course introduces basic database functions and uses. Emphasis is placed on database manipulation with queries, reports, forms, and some table creation. Upon completion, students should be able to enter and manipulate data from the end-user mode.

CIS 157 Database Programming I**2 2 3**

Prerequisites: CIS 152

Corequisites: None

This course is designed to develop programming proficiency in a selected DBMS. Emphasis is placed on the Data Definition Language (DDL) and Data Manipulation Language (DML) of the DBMS as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports representative of industry requirements.

CIS 161 DTP Proofreading and Editing**2 0 2**

Prerequisites: OST 131, OST 164, OST 132, or Program Head approval

Corequisites: None

This course covers the fundamentals of on-screen proofreading and editing. Emphasis is placed on the on-screen procedures and skills needed for controlling the accuracy and quality of text. Upon completion, students should be able to proofread and correct on-screen the appearance, format, accuracy, and content of documents. In addition to composing and editing various types of business documents, the course will include proofreading of transcribed documents.

CIS 162 Multimedia Presentation Software**2 2 3**

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course is designed to integrate visual and audio resources using presentation software in a simple interactive multimedia project. Emphasis is placed upon design and audience considerations, general prototyping, and handling of media resources. Upon completion, students should be able to demonstrate an original interactive multimedia presentation implementing all of these resources in a professional manner.

CIS 169 Business Presentations**1 2 2**

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text and graphics. Upon completion, students should be able to design and demonstrate an effective presentation. This course includes an oral communication component.

CIS 172 Introduction to the Internet

2 3 3

Prerequisites: None

Corequisites: None

This course introduces the various navigational tools and services of the Internet. Topics include using Internet protocols, search engines, file compression/decompression, FTP, e-mail, listservers, and other related topics. Upon completion, students should be able to use Internet resources, retrieve/decompress files, and use e-mail, FTP, and other Internet tools.

CIS 174 Network System Manager I

2 2 3

Prerequisites: None

Corequisites: None

This course covers effective network management. Topics include network file system design and security, login scripts and user menus, printing services, e-mail, and backup. Upon completion, students should be able to administer an office network system.

CIS 175 Network Management I

2 2 3

Prerequisites: None

Corequisites: None

This course covers fundamental network administration and system management. Topics include accessing and configuring basic network services, managing directory services, and using network management software. Upon completion, students should be able to apply system administrator skills in developing a network management strategy.

CIS 217 Computer Training and Support

2 2 3

Prerequisites: None

Corequisites: None

This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users.

CIS 246 Operating System—UNIX

2 3 3

Prerequisites: None

Corequisites: None

This course includes operating systems concepts for UNIX operating systems. Topics include hardware management, file and memory management, system configuration/optimization, utilities, and other related topics. Upon completion, students should be able to effectively use the UNIX operating system and its utilities.

CIS 274 Network System Manager II

2 2 3

Prerequisites: CIS 174

Corequisites: None

This course is a continuation of CIS 174 focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, start up procedures, server protocol support, memory and performance concepts, and management and maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance.

CIS 275 Network Management II

2 2 3

Prerequisites: CIS 175

Corequisites: None

This course is a continuation of CIS 175 focusing on advanced enterprise networks. Topics include directory service tree planning, management distribution and protection, improving network security, auditing the network, printing, networking, and system administration of an Internet node. Upon completion, students should be able to manage client services and network features and optimize network performance.

CIS 282 Network Technology

3 0 3

Prerequisites: None

Corequisites: None

This course examines concepts of network architecture. Topics include various network types, topologies, transmission methods, media and access control, the OSI model, and the protocols which operate at each level of the model. Upon completion, students should be able to design a network based on the requirements of a company. This course includes an oral communication component.

CIS 286 Systems Analysis and Design**3 0 3**

Prerequisites: CIS 115

Corequisites: None

This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques. This course includes an oral communication component.

CIS 287 Network Support**2 2 3**

Prerequisites: CIS 274 or CIS 275

Corequisites: None

This course provides experience using CD ROM and on-line research tools and hands-on experience for advanced hardware support and troubleshooting. Emphasis is placed on troubleshooting network adapter cards and cabling, network storage devices, the DOS workstation, and network printing. Upon completion, students should be able to analyze, diagnose, research, and fix network hardware problems. *This course is a unique concentration requirement in the Network Administration and Support concentration in the Information Systems program.*

CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY**CIT 211 Patient Care****1 2 2**

Prerequisites: None

Corequisites: None

This course introduces specialized patient care and management, physiological monitoring, and general procedural considerations used within the vascular and cardiovascular environment. Emphasis is placed on patient communication, pressure measurements, ECG, specialized cardiac monitoring, intravenous therapy, sterile technique, infection control, legal issues, and isolation procedures. Upon completion, students should be able to understand and demonstrate patient care management, sterile techniques, and use and function of physiological monitoring and measurement devices.

CIT 212 Cardio Equipment and Supplies**2 0 2**

Prerequisites: None

Corequisites: None

This course covers advanced radiography equipment, instrumentation, image enhancement techniques, physiologic monitoring equipment, inventory, and supplies used in a cardiovascular lab. Emphasis is placed on Cine film and housing, digital equipment, principles of magnification, automatic injectors, catheters, guide wires, needles, and other needed equipment. Upon completion, students should be able to demonstrate knowledge of general angiographic equipment, specialized imaging techniques, needed supplies, and principles used in a cardiovascular interventional lab.

CIT 213 Radiographic Pharmacology**1 0 1**

Prerequisites: None

Corequisites: None

This course is designed to inform the student about drugs commonly utilized in vascular and cardiovascular labs. Emphasis is placed on medication sources, uses, classifications, dosages, intervenous and intra arterial therapy, indications, contraindications, interactions, and reactions for various age groups. Upon completion, students should be able compute dosages and understand the use of therapeutic medications delivered in cardiac and vascular interventional labs.

CIT 214 Cardiac Procedures**3 0 3**

Prerequisites: None

Corequisites: None

This course covers angiographic approaches to diagnostic and interventional procedures performed in a cardiovascular lab. Emphasis is placed on structure, cardiovascular anatomy, hemodynamics of vascular systems, pulmonary circulation, cardiac circulation, filming sequence, and patient positioning and pathology. Upon completion, students should be able to demonstrate knowledge of cardiovascular and supporting systems, methods used to visualize radiographic anatomy, and conduct critical reviews of obtained images.

CIT 224 Vascular Imaging II**3 0 3**

Prerequisites: None

Corequisites: None

This course covers angiographic approaches, interventional procedures, anatomy, and imaging techniques for the pulmonary, cardiovascular, and cerebral systems. Emphasis is placed on the structure and hemodynamics of the vascular systems, filming procedures, patient positioning and tube angulations, basic pathology, and interventional devices. Upon completion, students should be able to demonstrate knowledge of each of the vascular systems and methods used to visualize this anatomy radiographically.

CIT 230 Cardiac Interventional Clinical**0 27 9**

Prerequisites: None

Corequisites: None

This course provides the opportunity to apply knowledge gained from didactic instruction to the cardiovascular interventional clinical environment. Emphasis is placed on patient care, radiation safety, recognition of cardiovascular anatomy and pathology, equipment and imaging procedures, and production. Upon completion, students should be able to demonstrate selected cardiac procedures, advanced EKG interpretation, preparation of sterile supplies, and maintenance of equipment and supplies.

CIT 240 CIT Clinical Practicum II**0 21 7**

Prerequisites: None

Corequisites: None

This course provides the opportunity to apply knowledge gained from didactic instruction to the cardiovascular/vascular interventional clinical environment. Emphasis is placed on patient care and positioning, imaging procedures, and image production in angiography within the cardiovascular/vascular interventional environment. Upon completion, students should be able to assume a variety of duties and responsibilities in the cardiovascular/vascular interventional environment.

CIT 250 CIT Clinical Practicum III**0 24 8**

Prerequisites: None

Corequisites: None

This course provides the opportunity to apply knowledge gained from didactic instruction to the cardiovascular/vascular interventional clinical environment. Emphasis is placed on patient care and positioning, imaging procedures, and image production in angiography within the cardiovascular/vascular interventional environment. Upon completion, students should be able to assume a variety of duties and responsibilities in the cardiovascular/vascular interventional environment.

CIT 260 CIT Topics**2 0 2**

Prerequisites: None

Corequisites: None

This course integrates aspects of cardiovascular/interventional technology as practiced in the didactic and clinical settings. Emphasis is placed on content specifications of the ARRT Advanced-Level exam, study skills, and simulated examinations. Upon completion, students should be able to demonstrate an understanding of the topics presented for successful completion of the CIT exam.

CRIMINAL JUSTICE**CJC 100 Basic Law Enforcement Training****8 30 18**

Prerequisites: None

Corequisites: None

This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. *This is a certificate-level course.*

CJC 111 Introduction to Criminal Justice**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be

able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

CJC 112 Criminology

3 0 3

Prerequisites: None

Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice

3 0 3

Prerequisites: None

Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 121 Law Enforcement Operations

3 0 3

Prerequisites: None

Corequisites: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

CJC 131 Criminal Law

3 0 3

Prerequisites: None

Corequisites: None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132 Court Procedure and Evidence

3 0 3

Prerequisites: None

Corequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections

3 0 3

Prerequisites: None

Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

CJC 212 Ethics and Community Relations

3 0 3

Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 213 Substance Abuse**3 0 3**

Prerequisites: None

Corequisites: None

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

CJC 215 Organization and Administration**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

CJC 221 Investigative Principles**3 2 4**

Prerequisites: None

Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. This course includes an oral communication component.

CJC 222 Criminalistics**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 231 Constitutional Law**3 0 3**

Prerequisites: None

Corequisites: None

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

CJC 241 Community-Based Corrections**3 0 3**

Prerequisites: None

Corequisites: None

This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.

COOPERATIVE EDUCATION**COE 111 Co-op Work Experience I****0 10 1**

Prerequisites: Specified by program

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 112 Co-op Work Experience I**0 20 2**

Prerequisites: Specified by program

Corequisites: Specified by program

This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 113 Co-op Work Experience I**0 30 3**

Prerequisites: Specified by program

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 115 Work Experience Seminar I**1 0 1**

Prerequisites: Specified by program

Corequisites: COE 111, COE 112, COE 113, or COE 114

This course is designed for students participating in a cooperative work experience. In a group setting, students have the opportunity to discuss on-site practices, to resolve problems encountered during the placement, to evaluate the experience, and to discuss curriculum issues.

COE 121 Co-op Work Experience II**0 10 1**

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 122 Co-op Work Experience II**0 20 2**

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 123 Co-op Work Experience II**0 30 3**

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 125 Work Experience Seminar II**1 0 1**

Prerequisites: COE 111, COE 112, COE 113, or COE 114

Corequisites: COE 121, COE 122, COE 123, or COE 124

This course is designed for students participating in a cooperative work experience. In a group setting, students have the opportunity to discuss on-site practices, to resolve problems encountered during the placement, to evaluate the experience, and to discuss curriculum issues.

COE 131 Co-op Work Experience III**0 10 1**

Prerequisites: COE 121, COE 122, COE 123, or COE 124

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 132 Co-op Work Experience III

0 20 2

Prerequisites: COE 121, COE 122, COE 123, or COE 124

Corequisites: Specified by program

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

COE 135 Work Experience Seminar III

1 0 1

Prerequisites: COE 121, COE 122, COE 123, or COE 124

Corequisites: COE 131, COE 132, COE 133, or COE 134

This course is designed for students participating in a cooperative work experience. In a group setting, students have the opportunity to discuss on-site practices, to resolve problems encountered during the placement, to evaluate the experience, and to discuss curriculum issues.

COSMETOLOGY**COS 111 Cosmetology Concepts I**

4 0 4

Prerequisites: None

Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112 Salon I

0 24 8

Prerequisites: None

Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, hair cutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113 Cosmetology Concepts II

4 0 4

Prerequisites: None

Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 Salon II

0 24 8

Prerequisites: None

Corequisites: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, hair cutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115 Cosmetology Concepts III

4 0 4

Prerequisites: None

Corequisites: COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. This course includes an oral communication component.

COS 116 Salon III 0 12 4
 Prerequisites: None
 Corequisites: COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate level of skin care, manicuring, scalp treatments, shampooing, hair color, design, hair cutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 117 Cosmetology Concepts IV 2 0 2
 Prerequisites: None
 Corequisites: COS 118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118 Salon IV 0 21 7
 Prerequisites: COS 114 and COS 116
 Corequisites: COS 117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

COS 119 Esthetics Concepts I 2 0 2
 Prerequisites: None
 Corequisites: None

This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.

COS 120 Esthetics Salon I 0 18 6
 Prerequisites: None
 Corequisites: None

This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting.

COS 125 Esthetics Concepts II 2 0 2
 Prerequisites: None
 Corequisites: None

This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, make-up, and color analysis. Upon completion, students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.

COS 126 Esthetics Salon II 0 18 6
 Prerequisites: None
 Corequisites: None

This course provides experience in a simulated esthetics setting. Topics include machine facials, aroma therapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the cosmetology licensing examination for estheticians.

COS 223 Contemporary Hair Coloring 1 3 2
 Prerequisites: COS 111 and COS 112
 Corequisites: None

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.

COS 240 Contemporary Design

1 3 2

Prerequisites: COS 111 and COS 112

Corequisites: None

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.

COS 250 Computerized Salon Operations

1 0 1

Prerequisites: None

Corequisites: None

This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.

COS 251 Manicure Instructor Concepts

8 0 8

Prerequisites: None

Corequisites: None

This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.

COS 252 Manicure Instructor Practicum

0 15 5

Prerequisites: North Carolina Cosmetology or Manicurist License and six months' work experience in a cosmetic arts salon

Corequisites: COS 251

This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.

COS 271 Instructor Concepts I

5 0 5

Prerequisites: Cosmetology License and six months' experience as a licensed cosmetologist

Corequisites: COS 272

This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

COS 272 Instructor Practicum I

0 21 7

Prerequisites: Cosmetology License and six months' experience as a licensed cosmetologist

Corequisites: COS 271

This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.

COS 273 Instructor Concepts II

5 0 5

Prerequisites: COS 271 and COS 272

Corequisites: COS 274

This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.

COS 274 Instructor Practicum II

0 21 7

Prerequisites: COS 271 and COS 272

Corequisites: COS 273

This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. *This is a certificate-level course.*

COMPUTER SCIENCE

CSC 134 C++ Programming

2 3 3

Prerequisites: None

Corequisites: None

This course introduces object-oriented computer programming using the C++ programming language. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test, and debug C++ language programs. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

CSC 138 RPG Programming

2 3 3

Prerequisites: None

Corequisites: None

This course introduces computer programming using the RPG programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays/tables, and other related topics. Upon completion, students should be able to design, code, test, and debug RPG language programs.

CSC 139 Visual BASIC Programming

2 3 3

Prerequisites: None

Corequisites: None

This course introduces event-driven computer programming using the Visual BASIC programming language. Topics include input/output operations, sequence, selection, iteration, arithmetic operations, arrays, forms, sequential files, and other related topics. Upon completion, students should be able to design, code, test, and debug Visual BASIC language programs.

CSC 148 JAVA Programming

2 3 3

Prerequisites: CIS 115 or advisor approval

Corequisites: None

This course introduces computer programming using the JAVA language. Topics include selection, iteration, arithmetic and logical operators, classes, inheritance, methods, arrays, user interfaces, basic applet creation and other related topics. Upon completion, students should be able to design, code, test, and debug JAVA language programs.

CSC 160 Introduction to Internet Programming

2 2 3

Prerequisites: CIS 172

Corequisites: None

This course introduces client-side Internet programming using HTML and Javascript. Topics include use of frames and tables, use of meta tags, and Javascript techniques for site navigation. Upon completion, students should be able to write HTML documents that incorporate programming to provide web page organization and navigation functions.

CSC 234 Advanced C++

2 3 3

Prerequisites: CSC 134

Corequisites: None

This course is a continuation of CSC 134 using C++ with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, subprograms, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.

CSC 238 Advanced RPG

2 3 3

Prerequisites: CSC 138

Corequisites: None

This course is a continuation of CSC 138 using RPG with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, subprograms, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions. *This course is a unique concentration requirement in the Programming concentration in the Information Systems program.*

CSC 239 Advanced Visual BASIC

2 3 3

Prerequisites: CSC 139

Corequisites: None

This course is a continuation of CSC 139 using Visual BASIC with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/

merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.

CSC 248 Advanced Internet Programming**2 3 3**

Prerequisites: CSC 134 or CSC 140 or CSC 141

Corequisites: None

This course covers advanced programming skills required to design Internet applications. Emphasis is placed on programming techniques required to support network applications. Upon completion, students should be able to design, code, debug, and document network-based programming solutions to various real-world problems using an appropriate programming language.

DRAFTING**DFT 151 CAD I****2 3 3**

Prerequisites: None

Corequisites: None

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

DRAMA/THEATRE**DRA 111 Theatre Appreciation****3 0 3**

Prerequisites: None

Corequisites: None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ECONOMICS**ECO 251 Principles of Microeconomics****3 0 3**

Prerequisites: None

Corequisites: None

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 252 Principles of Macroeconomics**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

EDUCATION

EDU 118 Teacher Associate Principles and Practices

3 0 3

Prerequisite: None

Corequisites: None

This course covers the teacher associate's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting professional role of the teacher associate, demonstrate positive communication, and discuss educational philosophy.

EDU 119 Introduction to Early Childhood Education

4 0 4

Prerequisites: None

Corequisites: None

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism, and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able design career plans and develop appropriate schedules, environments, and activity plans while incorporating adaptations for children with exceptionalities.

EDU 131 Child, Family, and Community

3 0 3

Prerequisites: None

Corequisites: None

This course covers the development of partnerships between families, inclusive programs for children/schools that serve young children with and without disabilities, and the community. Emphasis is placed on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful collaborative relationships among today's diverse families, centers/schools, and community resources. Upon completion, students should be able to describe appropriate relationships with parents/caretakers, center/school colleagues, and community agencies that enhance the educational experiences/well being of all children.

EDU 144 Child Development I

3 0 3

Prerequisites: None

Corequisites: None

This course covers the theories of child development, developmental sequences, and factors that influence children's development from conception through preschool for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and the multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. This course includes an oral communication component.

EDU 145 Child Development II

3 0 3

Prerequisites: None

Corequisites: None

This course covers theories of child development, developmental sequences, and factors that influence children's development from preschool through middle childhood for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and the multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. This course includes an oral communication component.

EDU 146 Child Guidance

3 0 3

Prerequisites: None

Corequisites: None

This course introduces practical principles and techniques for providing developmentally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children.

EDU 147 Behavior Disorders**3 0 3**

Prerequisites: None

Corequisites: None

This course is a comprehensive study of behavior disorders encompassing characteristics, assessments, and placement alternatives. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize appropriate behavior management applications. *This course is a unique concentration requirement in the Special Education Concentration in the Early Childhood Associate program.*

EDU 148 Learning Disabilities**4 2 5**

Prerequisites: None

Corequisites: None

This course is a comprehensive study of the characteristics, teaching strategies, assessment tools, and placement alternatives for children with learning disabilities. Topics include characteristics, causes, assessment instruments, learning strategies, and collaborative methods for children with learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with learning disabilities. *This course is a unique concentration requirement in the Special Education Concentration in the Early Childhood Associate program.*

EDU 151 Creative Activities**3 0 3**

Prerequisites: None

Corequisites: None

This course covers planning, creation, and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices, and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging, and engaging developmentally supportive learning experiences in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to create, manage, adapt, and evaluate developmentally supportive learning materials, experiences, and environments.

EDU 153 Health, Safety, and Nutrition**3 0 3**

Prerequisites: None

Corequisites: None

This course focuses on promoting and maintaining the health and well being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect, and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, implement safe learning environments, and adhere to state regulations.

EDU 157 Active Play**2 2 3**

Prerequisites: None

Corequisites: None

This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

EDU 171 Instructional Media**1 2 2**

Prerequisites: None

Corequisites: None

This courses covers the development and maintenance of effective teaching materials and the operation of selected pieces of equipment. Topics include available community resources, various types of instructional materials and bulletin boards, and audiovisual and computer use with children. Upon completion, students should be able to construct and identify resources for instructional materials and bulletin boards and use audiovisual and computer equipment.

EDU 185 Cognitive and Language Activities**3 0 3**

Prerequisites: None

Corequisites: None

This course covers methods of developing cognitive and language/communication skills in children. Emphasis is placed on planning the basic components of language and cognitive processes in developing curriculum activities. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum activities.

EDU 186 Reading and Writing Methods**3 0 3**

Prerequisites: None

Corequisites: None

This course covers concepts, resources, and methods for teaching reading and writing to school-aged children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches, and instructional strategies. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate reading and writing experiences.

EDU 188 Issues in Early Childhood Education**2 0 2**

Prerequisites: None

Corequisites: None

This course covers topics and issues in early childhood education. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain current topics and issues in early childhood education.

EDU 216 Introduction to Education**3 2 4**

Prerequisites: None

Corequisites: None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational trends and issues, curriculum development, and observation and participation in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

EDU 221 Children With Exceptionalities**3 0 3**

Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245

Corequisites: None

This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development; make appropriate referrals; collaborate with families and professionals to plan, implement; and evaluate inclusion strategies.

EDU 234 Infants, Toddlers, and Twos**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

EDU 235 School-Aged Development and Programs**2 0 2**

Prerequisites: None

Corequisites: None

This course presents developmentally appropriate practices in group care for school-aged children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.

EDU 247 Physical Disabilities**3 0 3**

Prerequisites: EDU 144 or PSY 244

Corequisites: None

This course covers characteristics, intervention strategies, adaptive procedures, and technologies for children with physical disabilities. Topics include intervention strategies, inclusive placement options, and utilization of support services for children with physical disabilities. Upon completion, students should be able to identify and utilize intervention strategies for specific disabilities and service delivery options for those disabilities. *This course is a unique concentration requirement in the Special Education Concentration in the Early Childhood Associate program.*

EDU 248 Mental Retardation**2 2 3**

Prerequisites: EDU 221

Corequisites: None

This course covers the causes and assessment of mental retardation and individualized instruction and curriculum for children with mental retardation. Emphasis is placed on definition, characteristics, assessment, and educational strategies for children with mental retardation. Upon completion, students should be able to identify, assess, and plan educational intervention strategies for children with mental retardation. *This course is a unique concentration requirement in the Special Education Concentration in the Early Childhood Associate program.*

EDU 252 Math and Science Activities**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

EDU 253 Music for Children**1 2 2**

Prerequisites: None

Corequisites: None

This courses covers theory, methods, and integration of music into a total early childhood experience. Topics include music theory, musical instruments, song design, and performance on the keyboard and autoharp. Upon completion, students should be able to play and sing a song and integrate musical skills into the curriculum.

EDU 259 Curriculum Planning**3 0 3**

Prerequisites: EDU 112, EDU 113, or EDU 119

Corequisites: None

This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.

EDU 261 Early Childhood Administration I**2 0 2**

Prerequisites: None

Corequisites: None

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a North Carolina Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.

EDU 262 Early Childhood Administration II**3 0 3**

Prerequisites: EDU 261

Corequisites: None

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans.

EDU 263 Developing School-Aged Program**2 0 2**

Prerequisites: None

Corequisites: None

This course introduces the methods and procedures for operating a school-aged program in either the public or proprietary setting. Emphasis is placed on constructing and organizing the physical environment as well as planning and developing a school-aged program. Upon completion, students should be able to plan and develop a quality school-aged program.

EDU 275 Effective Teaching Training**2 0 2**

Prerequisites: None

Corequisites: None

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles

and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

EDU 282 Early Childhood Literature

3 0 3

Prerequisites: None

Corequisites: None

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques. This course includes an oral communication component.

EDU 285 Internship Experience—School Aged

1 0 1

Prerequisite: ENG 111

Corequisites: COE 121

This course provides an opportunity to discuss internship experiences with peers and faculty. Emphasis is placed on evaluating and integrating practicum experiences. Upon completion, students should be able to demonstrate competence in early childhood education.

ELECTRICITY

ELC 112 DC/AC Electricity

3 6 5

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

ELC 113 Basic Wiring I

2 6 4

Prerequisites: None

Corequisites: None

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout, and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.

ELC 116 Telecom Cabling

1 2 2

Prerequisites: None

Corequisites: None

This course introduces the theory and practical application of both copper and fiber cabling for telecom systems. Topics include transmission theory, noise, standards, cable types and systems, connectors, physical layer components, installation, and ground/shielding techniques. Upon completion, students should be able to choose the correct cable, install, test, and troubleshoot cabling for telecom.

ELC 117 Motors and Controls

2 6 4

Prerequisites: ELC 111, ELC 112, or ELC 131

Corequisites: None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 118 National Electrical Code

1 2 2

Prerequisites: None

Corequisites: None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

ELC 131 DC/AC Circuit Analysis**4 3 5**

Prerequisites: None

Corequisites: MAT 121 or MAT 161

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation software, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

ELC 131A DC/AC Circuit Analysis Lab**0 3 1**

Prerequisites: None

Corequisites: ELC 131

This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices, and circuits. Upon completion, students should have gained hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.

ELECTRONICS**ELN 131 Electronic Devices****3 3 4**

Prerequisites: None

Corequisites: ELC 112, ELC 131, or ELC 140

This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thermistors, and related components. Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.

ELN 132 Linear IC Applications**3 3 4**

Prerequisites: ELN 131 or BMT 113

Corequisites: None

This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, differential amplifiers, instrumentation amplifiers, waveform generators, active filters, PLLs, and IC voltage regulators. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment.

ELN 133 Digital Electronics**3 3 4**

Prerequisites: None

Corequisites: None

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AC/DC converters, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. This course includes an oral communication component.

ELN 232 Introduction to Microprocessors**3 3 4**

Prerequisites: ELN 133

Corequisites: None

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

ELN 234 Communication Systems**3 3 4**

Prerequisites: ELN 132 or ELN 140

Corequisites: None

This course introduces the fundamentals of electronic communication systems. Topics include the frequency spectrum, electrical noise, modulation techniques, characteristics of transmitters and receivers, and digital communications. Upon completion, students should be able to interpret analog and digital communication circuit diagrams, analyze transmitter and receiver circuits, and use appropriate communication test equipment.

ELN 236
Prerequisites: None
Corequisites: None

Fiber Optics and Lasers

3 2 4

This course introduces the fundamentals of fiber optics and lasers. Topics include the transmission of light; characteristics of fiber optic and lasers and their systems; fiber optic production; types of lasers; and laser safety. Fiber optic cable termination methods and techniques are included as well as cable testing methods and equipment. Upon completion, students should be able to understand fiber optic communications and basic laser fundamentals.

ELN 245
Prerequisites: None
Corequisites: None

Computer Peripherals

3 6 5

This course covers the assembly, upgrading, and repair of microcomputer peripherals. Topics include printers, monitors, and modems. Upon completion, students should be able to assemble, upgrade, maintain, troubleshoot, and repair microcomputer peripherals.

ELN 247
Prerequisites: ELN 131 or ELN 140
Corequisites: None

Electronic Applications Project

1 3 2

This course provides a structured approach to an application-oriented electronics project. Emphasis is placed on selecting, planning, implementing, testing, and presenting an application-oriented project. Upon completion, students should be able to present and demonstrate an electronics application-oriented project.

EMERGENCY MEDICAL CARE

EMS 110
Prerequisites: None
Corequisites: None

EMT—Basic

5 6 7

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT—Basic certification.

EMS 120
Prerequisites: EMS 110
Corequisites: EMS 121 or EMS 122 and EMS 130 and EMS 131

Intermediate Interventions

2 3 3

This course is designed to provide the necessary information for interventions appropriate to the EMT—Intermediate and is required for intermediate certification. Topics include automated external defibrillation, basic cardiac electrophysiology, intravenous therapy, venipuncture, acid-base balance, and fluids and electrolytes. Upon completion, students should be able to properly establish an IV line, obtain venous blood, utilize AEDs, and correctly interpret arterial blood gases.

EMS 121
Prerequisites: EMS 110
Corequisites: EMS 120, EMS 130, and EMS 131

EMS Clinical Practicum I

0 6 2

This course is the initial hospital and field internship and is required for intermediate and paramedic certification. Emphasis is placed on intermediate-level care. Upon completion, students should be able to demonstrate competence with intermediate-level skills.

EMS 130
Prerequisites: EMS 110; minimum ASSET score of 40 in Elementary Algebra or successful completion of MAT 070
Corequisites: EMS 120 and EMS 131

Pharmacology I for EMS

1 3 2

This course introduces the fundamental principles of pharmacology and medication administration and is required for intermediate and paramedic certification. Topics include terminology, pharmacokinetics, pharmacodynamics, weights, measures, drug calculations, legislation, and administration routes. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

EMS 131 Advanced Airway Management**1 2 2**

Prerequisites: EMS 110

Corequisites: EMS 120 and EMS 130

This course is designed to provide advanced airway management techniques and is required for intermediate and paramedic certification. Topics include respiratory anatomy and physiology, airway, ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

EMS 140 Rescue Scene Management**1 3 2**

Prerequisites: None

Corequisites: None

This course introduces rescue scene management and is required for paramedic certification. Topics include response to hazardous material conditions, medical incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

EMS 150 Emergency Vehicles and EMS Communications**1 3 2**

Prerequisites: None

Corequisites: None

This course examines the principles governing emergency vehicles, maintenance of emergency vehicles, and EMS communication equipment and is required for paramedic certification. Topics include applicable motor vehicle laws affecting emergency vehicle operation, defensive driving, collision avoidance techniques, communication systems, and information management systems. Upon completion, students should have a basic knowledge of emergency vehicles, maintenance, and communication needs.

EMS 210 Advanced Patient Assessment**1 3 2**

Prerequisites: EMS 120, EMS 130, EMS 131, and EMS 121 or EMS 122

Corequisites: None

This course covers advanced patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical-trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion, students should be able to utilize basic communication skills and record and report collected patient data.

EMS 220 Cardiology**2 6 4**

Prerequisites: EMS 120, EMS 130, and EMS 131

Corequisites: None

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, rhythm interpretation, cardiac pharmacology, and patient treatment. Upon completion, students should be able to certify at the Advanced Cardiac Life Support Provider level utilizing American Heart Association guidelines.

EMS 221 EMS Clinical Practicum II**0 9 3**

Prerequisites: EMS 121; or EMS 122 and COE 111

Corequisites: None

This course is a continuation of the hospital and field internship required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

EMS 230 Pharmacology II for EMS**1 3 2**

Prerequisites: EMS 130

Corequisites: None

This course explores the fundamental classification and action of common pharmacologic agents. Emphasis is placed on the action and use of compounds most commonly encountered in the treatment of chronic and acutely ill patients. Upon completion, students should be able to demonstrate general knowledge of drugs covered during the course.

EMS 231 EMS Clinical Practicum III**0 9 3**

Prerequisites: EMS 221; or EMS 222 and COE 121

Corequisites: None

This course is a continuation of the hospital and field internship required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

EMS 235 EMS Management**2 0 2**

Prerequisites: None

Corequisites: None

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

EMS 240 Special Needs Patients**1 2 2**

Prerequisites: EMS 120, EMS 121 or EMS 122, EMS 130, and EMS 131

Corequisites: None

This course includes concepts of crisis intervention and techniques of dealing with special needs patients and is required for paramedic certification. Topics include behavioral emergencies, abuse, assault, challenged patients, personal well-being, home care, and psychotherapeutic pharmacology. Upon completion, students should be able to recognize and manage frequently encountered special needs patients.

EMS 241 EMS Clinical Practicum IV**0 9 3**

Prerequisites: EMS 231; or EMS 232 and COE 131

Corequisites: None

This course is a continuation of the hospital and field internship required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.

EMS 250 Advanced Medical Emergencies**2 3 3**

Prerequisites: EMS 120, EMS 130, EMS 131, and EMS 121 or EMS 122

Corequisites: None

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include pulmonology, neurology, endocrinology, anaphylaxis, gastroenterology, toxicology, and environmental emergencies integrating case presentation and emphasizing pharmacotherapeutics. Upon completion, students should be able to recognize and manage frequently encountered medical conditions based upon initial patient impression.

EMS 260 Advanced Trauma Emergencies**1 3 2**

Prerequisites: EMS 120, EMS 130, EMS 131, and EMS 121 or EMS 122

Corequisites: None

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include hemorrhage control, shock, burns, and trauma to head, spine, soft tissue, thoracic, abdominal, and musculoskeletal areas with case presentations utilized for special problems situations. Upon completion, students should be able to recognize and manage trauma situations based upon patient impressions and should meet requirements of BTLS or PHTLS courses.

EMS 270 Life Span Emergencies**2 2 3**

Prerequisites: EMS 120, EMS 130, and EMS 131

Corequisites: None

This course, required for paramedic certification, covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies and certify at the Pediatric Advanced Life Support Provider level.

EMS 280 EMS Bridging Course**2 2 3**

Prerequisites: None

Corequisites: None

This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis,

thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients.

EMS 285 EMS Capstone 1 3 2

Prerequisites: EMS 220, EMS 250, and EMS 260

Corequisites: None

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.

ENGLISH

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

ENG 075 Reading and Language Essentials 5 0 5

Prerequisites: None

Corequisites: None

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. *This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

ENG 085 Reading and Writing Foundations 5 0 5

Prerequisites: ENG 070 and RED 070 or ENG 075 with a minimum grade of C

Corequisites: None

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. *This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A.*

ENG 095 Reading and Composition Strategies 5 0 5

Prerequisites: ENG 080 and RED 080 or ENG 085 with a minimum grade of C

Corequisites: None

This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluate college texts and to compose essays in preparation for college writing. *This course integrates ENG 090 and RED 090. This course satisfies the developmental reading and writing prerequisites for ENG 111 and ENG 111A.*

ENG 101 Applied Communications I 3 0 3

Prerequisites: None

Corequisites: None

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. *This is a diploma-level course.*

ENG 111 Expository Writing 3 0 3

Prerequisites: ENG 090 and RED 090 or ENG 095 with a minimum grade of C

Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard

written English. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 113 Literature-Based Research

3 0 3

Prerequisites: ENG 111 with a minimum grade of C

Corequisites: None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically sound, documented essays and research papers that analyze and respond to literary works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 114 Professional Research and Reporting

3 0 3

Prerequisites: ENG 111 with a minimum grade of C

Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well designed business and professional written and oral presentations. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

ENG 115 Oral Communication

3 0 3

Prerequisites: None

Corequisites: None

This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

ENG 125 Creative Writing I

3 0 3

Prerequisites: ENG 111

Corequisites: None

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ENG 132 Introduction to Drama

3 0 3

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course provides intensive study of drama as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of drama. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of drama. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ENG 134 Introduction to Poetry

3 0 3

Prerequisites: ENG 111

Corequisites: ENG 112, ENG 113, or ENG 114

This course provides intensive study of the poem as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of poetry. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of poetry. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ENG 231 American Literature I

3 0 3

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral

communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 232 American Literature II**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 233 Major American Writers**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 241 British Literature I**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 242 British Literature II**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 251 Western World Literature I**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides a survey of selected European works from the Classical period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 252 Western World Literature II**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides a survey of selected European works from the Neoclassical period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ENG 253 The Bible as Literature**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course introduces the Hebrew Old Testament and the Christian New Testament as works of literary art. Emphasis is placed on the Bible's literary aspects including history, composition, structure, and cultural contexts. Upon completion, students should be able to identify and analyze selected books and passages using appropriate literary conventions. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

ENG 272 Southern Literature**3 0 3**

Prerequisites: ENG 112, ENG 113, or ENG 114

Corequisites: None

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

FRENCH**FRE 111 Elementary French I****3 0 3**

Prerequisites: None

Corequisites: FRE 181

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 112 Elementary French II**3 0 3**

Prerequisites: FRE 111

Corequisites: FRE 182

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 181 French Lab I**0 2 1**

Prerequisites: None

Corequisites: FRE 111

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

FRE 182 French Lab II**0 2 1**

Prerequisites: FRE 181

Corequisites: FRE 112

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

FRE 211 Intermediate French I**3 0 3**

Prerequisites: FRE 112

Corequisites: None

This course provides a review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 212 Intermediate French II**3 0 3**

Prerequisites: FRE 211

Corequisites: None

This course is a continuation of FRE 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

GEOGRAPHY**GEO 112 Cultural Geography****3 0 3**

Prerequisites: None

Corequisites: None

This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

GERONTOLOGY**GRO 120 Gerontology****3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.

GRO 240 Gerontology Care Managing**2 0 2**

Prerequisites: GRO 120

Corequisites: None

This course covers community resources; discusses care management, including assessment, care-planning, evaluation, issues of family, high-risk and self care. Topic includes funding, eligibility for community and health resources; care management protocols, care plan development, identification of major resources and barriers to self care. Upon completion, student will be able to develop a care plan for older adults at various levels of needs, including community and health resources.

HEALTH**HEA 110 Personal Health/Wellness****3 0 3**

Prerequisites: None

Corequisites: None

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

HISTORY

HIS 114 Comparative World History

3 0 3

Prerequisites: None

Corequisites: None

This course provides a comparison of western and non-western cultures. Emphasis is placed on historical developments and their impact on the modern world through religion, politics, economics, and social developments. Upon completion, students should be able to compare and contrast western and non-western cultures. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 115 Introduction to Global History

3 0 3

Prerequisites: None

Corequisites: None

This course introduces the study of global history. Emphasis is placed on topics such as colonialism, industrialism, and nationalism. Upon completion, students should be able to analyze significant global historical issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 121 Western Civilization I

3 0 3

Prerequisites: None

Corequisites: None

This course introduces western civilization from prehistory to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 122 Western Civilization II

3 0 3

Prerequisites: None

Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 131 American History I

3 0 3

Prerequisites: None

Corequisites: None

This course is a survey of American history from prehistory through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 132 American History II

3 0 3

Prerequisites: None

Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 165 Twentieth-Century World**3 0 3**

Prerequisites: None

Corequisites: None

This course includes the major developments, issues, and ideas in twentieth-century world history. Emphasis is placed on contrasting political systems, the impact of science and technology, and the philosophical temperament of twentieth-century people. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the twentieth century. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

HIS 221 African American History**3 0 3**

Prerequisites: None

Corequisites: None

This course covers African American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

HIS 228 History of the South**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the origin and development of the South as a distinct region of the United States. Emphasis is placed on Southern identity and its basis in cultural, social, economic, and political developments during the nineteenth and twentieth centuries. Upon completion, students should be able to identify and analyze the major cultural, social, economic, and political developments in the South. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

HIS 236 North Carolina History**3 0 3**

Prerequisites: None

Corequisites: None

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

HIS 262 Middle East History**3 0 3**

Prerequisites: None

Corequisites: None

This course surveys the history of the Middle East from the development of civilization in Mesopotamia to the present. Emphasis is placed on social, political, economic, religious, and governmental structures in the Middle East. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the Middle East. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

HUMAN SERVICES**HSE 110 Introduction to Human Services****2 2 3**

Prerequisites: None

Corequisites: None

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker. This course includes an oral communication component.

HSE 112 Group Process I**1 2 2**

Prerequisites: Enrollment in the Human Services program

Corequisites: None

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings. This course includes an oral communication component.

HSE 123 Interviewing Techniques**2 2 3**

Prerequisites: None

Corequisites: None

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship. This course includes an oral communication component.

HSE 125 Counseling**2 2 3**

Prerequisites: PSY 150

Corequisites: None

This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques. This course includes an oral communication component.

HSE 210 Human Services Issues**2 0 2**

Prerequisites: None

Corequisites: None

This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multifaceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field. This course includes an oral communication component.

HSE 220 Case Management**2 2 3**

Prerequisites: HSE 110

Corequisites: None

This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services. This course includes an oral communication component.

HSE 225 Crisis Intervention**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately. This course includes an oral communication component.

HSE 227 Children and Adolescents in Crisis**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents. This course includes an oral communication component.

HUMANITIES

HUM 115 Critical Thinking**3 0 3**

Prerequisites: ENG 101 or ENG 111

Corequisites: None

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement. This course may meet the SACS humanities requirement for AAS degree programs.*

HUM 120 Cultural Studies**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 121 The Nature of America**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 122 Southern Culture**3 0 3**

Prerequisites: None

Corequisites: None

This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 150 American Women's Studies**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an interdisciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 160 Introduction to Film**2 2 3**

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 211 Humanities I**3 0 3**

Prerequisites: ENG 111

Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 212 Humanities II**3 0 3**

Prerequisites: ENG 111

Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 220 Human Values and Meaning**3 0 3**

Prerequisites: ENG 111

Corequisites: None

This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 230 Leadership Development**3 0 3**

Prerequisites: ENG 111

Corequisites: None

This course explores the theories and techniques of leadership and group process. Emphasis is placed on leadership styles, theories of group dynamics, and the moral and ethical responsibilities of leadership. Upon completion, students should be able to identify and analyze a personal philosophy and style of leadership and integrate these concepts in various practical situations. This course includes an oral communication component.

HYDRAULICS**HYD 110 Hydraulics/Pneumatics I****2 3 3**

Prerequisites: None

Corequisites: None

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

INDUSTRIAL SCIENCE**ISC 112 Industrial Safety****2 0 2**

Prerequisites: None

Corequisites: None

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment.

INTERNET TECHNOLOGIES

ITN 110 Introduction to Web Graphics**2 2 3**

Prerequisites: None

Corequisites: None

This course is the first of two courses covering the creation of web graphics, addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, type conversion, RGB color, the browser-safe palette, elementary special effects, image maps, and other related topics. Upon completion, students should be able to create graphics such as banners, buttons, backgrounds, and other graphics for Web pages.

ITN 120 Introduction to Internet Multimedia**2 2 3**

Prerequisites: None

Corequisites: None

This is the first of two courses covering the creation of Internet multimedia. Topics include Internet multimedia file types, file type conversion, acquisition of digital audio/video, streaming audio/video and graphics animation plug-in programs, and other related topics. Upon completion, students should be able to create Internet multimedia presentations utilizing a variety of methods and applications.

ITN 130 Web Site Management**2 2 3**

Prerequisites: None

Corequisites: None

This course covers the issues involved in web site architecture. Topics include operating system directory structures, web site structural design, web site navigation, web site maintenance, backup, and security. Upon completion, students should be able to design a web site directory plan optimized for navigation and ease of maintenance.

ITN 140 Web Development Tools**2 2 3**

Prerequisites: CIS 172 or basic knowledge of HTML

Corequisites: None

This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

ITN 150 Internet Protocols**2 2 3**

Prerequisites: None

Corequisites: None

This course introduces the student to the application protocols used on the Internet. Topics include HTTP, Secure HTTP, TCP/IP, and related applications such as FTP, TELNET, and PING. Upon completion, students should be able to use the protocols as they pertain to the Internet, as well as setup and maintain these protocols.

ITN 160 Principles of Web Design**2 2 3**

Prerequisites: None

Corequisites: None

This course introduces intermediate to advanced web page design techniques. Topics include effective use of graphics, fonts, colors, navigation tools, advanced markup language elements, as well as a study of bad design techniques. Upon completion, the student should be able to employ advanced design techniques to create high impact and highly functional web pages.

ITN 170 Introduction to Internet Databases**2 2 3**

Prerequisites: None

Corequisites: None

This is the first of two courses introducing the use of databases to store, retrieve, and query data through HTML forms. Topics include database design for Internet databases and use of ODBC-compliant databases. Upon completion, students should be able to create and maintain a database that will collect, query, and report on data via an HTML form.

ITN 210 Advanced Web Graphics**2 2 3**

Prerequisites: ITN 110

Corequisites: None

This course is the second of two courses covering web graphics. Topics include graphics acquisition using scanners and digital cameras, graphics optimization, use of masks, advanced special effects, GIF animation, and other related topics. Upon completion, students should be able to create graphics that are optimized for size and graphic file type, properly converted from digitized sources, and create useful animated graphics.

ITN 240 Internet Security**2 2 3**

Prerequisites: None

Corequisites: None

This course covers security issues related to Internet services. Topics include the operating system and Internet service security mechanisms. Upon completion, students should be able to implement security procedures for operating system level and server level alerts.

ITN 250 Implementing Internet Services**2 2 3**

Prerequisites: None

Corequisites: None

This course covers the setup and configuration of news, mail, ftp, and WWW services. Topics include selection and installation of software to support common Internet services and related topics. Upon completion, students should be able to install and configure the most commonly used Internet service software.

ITN 260 Introduction to E-Commerce**2 2 3**

Prerequisites: None

Corequisites: None

This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site.

ITN 270 Advanced Internet Databases**2 2 3**

Prerequisites: ITN 170

Corequisites: None

This is the second of two courses on Internet databases. Topics include database distribution and replication, data warehousing, integration of desktop, and Internet database structures. Upon completion, students should be able to design and implement an Internet database.

ITN 285 Emerging Technologies**2 2 3**

Prerequisites: None

Corequisites: None

This course will expose students to emerging technologies in the field of Internet technologies. Emphasis is placed on the new technologies in the Internet related field. Upon completion, students should be aware of the emerging technologies of Internet technologies.

JOURNALISM**JOU 110 Introduction to Journalism****3 0 3**

Prerequisites: None

Corequisites: None

This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

MATHEMATICS

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

MAT 050 Basic Math Skills**3 2 4**

Prerequisites: None

Corequisites: None

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations

and solve relevant mathematical problems. Additional topics include percents, algebraic terminology, and basic algebraic concepts.

MAT 060 Essential Mathematics 3 2 4

Prerequisites: MAT 050 with a minimum grade of C

Corequisites: None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multistep mathematical problems using technology where appropriate.

MAT 070 Introductory Algebra 3 2 4

Prerequisites: MAT 060 with a minimum grade of C

Corequisites: RED 080 or ENG 085

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 080 Intermediate Algebra 3 2 4

Prerequisites: MAT 070 with a minimum grade of C

Corequisites: RED 080 or ENG 085

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 101 Applied Mathematics I 2 2 3

Prerequisites: MAT 060 with a minimum grade of C

Corequisites: None

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. *This course is intended for certificate and diploma programs.*

MAT 110 Mathematical Measurement 2 2 3

Prerequisites: MAT 070 with a minimum grade of C

Corequisites: None

This course provides an activity-based approach to utilizing, interpreting, and communicating data in a variety of measurement systems. Topics include accuracy, precision, conversion, and estimation within metric, apothecary, and avoirdupois systems; ratio and proportion; measures of central tendency and dispersion; and charting of data. Upon completion, students should be able to apply proper techniques to gathering, recording, manipulating, analyzing, and communicating data.

MAT 121 Algebra and Trigonometry I 2 2 3

Prerequisites: MAT 070 with a minimum grade of C

Corequisites: None

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

MAT 122 Algebra and Trigonometry II 2 2 3

Prerequisites: MAT 121 with a minimum grade of C

Corequisites: None

This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results.

MAT 140 Survey of Mathematics**3 0 3**

Prerequisites: MAT 070 with a minimum grade of C

Corequisites: None

This course provides an introduction in a nontechnical setting to selected topics in mathematics. Topics include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 141 Mathematical Concepts I**3 0 3**

Prerequisites: MAT 080 or MAT 090

Corequisites: None

This course is the first of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on sets, logic, number bases, elementary number theory, introductory algebra, measurement including metrics, and problem solving. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 142 Mathematical Concepts II**3 0 3**

Prerequisites: MAT 141

Corequisites: None

This course is the second of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on probability, statistics, functions, introductory geometry, and mathematics of finance. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts and utilize technology as a mathematical tool. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in natural sciences/mathematics.*

MAT 151 Statistics I**3 0 3**

Prerequisites: MAT 080 or MAT 090 with a minimum grade of C

Corequisites: None

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 165 Finite Mathematics**3 0 3**

Prerequisites: MAT 161 or MAT 171

Corequisites: None

This course provides topics used to formulate models and to solve and interpret solutions using an algorithmic approach. Topics include linear algebra, linear programming, simplex method, sets and counting, probability, mathematics of finance, and logic. Upon completion, students should be able to demonstrate both an understanding of the theoretical concepts of finite mathematics and the ability to solve related problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 171 Precalculus Algebra**3 0 3**

Prerequisites: MAT 080 or MAT 090 with a minimum grade of C

Corequisites: None

This is the first of two courses designed to emphasize topics that are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 171A Precalculus Algebra Lab

0 2 1

Prerequisites: MAT 080 or MAT 090 with a minimum grade of C

Corequisites: MAT 171

This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

MAT 172 Precalculus Trigonometry

3 0 3

Prerequisites: MAT 171

Corequisites: None

This is the second of two courses designed to emphasize topics that are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 175 Precalculus

4 0 4

Prerequisites: MAT 080 or MAT 090 with a minimum grade of C

Corequisites: None

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 263 Brief Calculus

3 0 3

Prerequisites: MAT 161 or MAT 171

Corequisites: None

This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 271 Calculus I

3 2 4

Prerequisites: MAT 172 or MAT 175

Corequisites: None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 272 Calculus II

3 2 4

Prerequisites: MAT 271

Corequisites: None

This course covers provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MAT 273 Calculus III**3 2 4**

Prerequisites: MAT 272

Corequisites: None

This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

MECHANICAL**MEC 111 Machine Processes I****1 4 3**

Prerequisites: None

Corequisites: None

This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

MEDICAL ASSISTING**MED 110 Orientation to Medical Assisting****1 0 1**

Prerequisites: Enrollment in the Medical Assisting AAS or Diploma program

Corequisites: None

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

MED 118 Medical Law and Ethics**2 0 2**

Prerequisites: Enrollment in the Medical Assisting AAS or Diploma program

Corequisites: None

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multiskilled health professional.

MED 121 Medical Terminology I**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122 Medical Terminology II**3 0 3**

Prerequisites: MED 121

Corequisites: None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 130 Administrative Office Procedures I

1 2 2

Prerequisites: Enrollment in the Medical Assisting AAS, Diploma, or Certificate program or the Career Start program

Corequisites: None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED 131 Administrative Office Procedures II

1 2 2

Prerequisites: MED 130

Corequisites: None

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

MED 134 Medical Transcription

2 2 3

Prerequisites: MED 121 and CIS 110

Corequisites: None

This course provides the basic knowledge, understanding, and skills required to complete medical reports and transcribe medical dictation. Emphasis is placed on correct punctuation, capitalization, and spelling. Upon completion, students should be able to demonstrate competence in medical transcription.

MED 140 Exam Room Procedures I

3 4 5

Prerequisites: Enrollment in the Medical Assisting AAS or Diploma program

Corequisites: None

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MED 150 Laboratory Procedures I

3 4 5

Prerequisites: Enrollment in the Medical Assisting AAS or Diploma program

Corequisites: None

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

MED 232 Medical Insurance Coding

1 3 2

Prerequisites: MED 121, MED 122, and CIS 110

Corequisites: None

This course is designed to develop coding skills introduced in MED 131. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

MED 260 MED Clinical Externship

0 15 5

Prerequisites: Enrollment in the Medical Assisting AAS or Diploma program

Corequisites: None

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

MED 262 Clinical Perspectives

1 0 1

Prerequisites: Enrollment in the Medical Assisting AAS or Diploma program

Corequisites: None

This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.

MED 264 Medical Assisting Overview**2 0 2**

Prerequisites: Enrollment in the Medical Assisting AAS program

Corequisites: None

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

MED 270 Symptomatology**2 2 3**

Prerequisites: Enrollment in the Medical Assisting AAS program

Corequisites: None

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

MED 272 Drug Therapy**3 0 3**

Prerequisites: Enrollment in the Medical Assisting AAS program and MED 140

Corequisites: None

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

MARKETING AND RETAILING**MKT 120 Principles of Marketing****3 0 3**

Prerequisites: None

Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 121 Retailing**3 0 3**

Prerequisites: None

Corequisites: None

This course examines the role of retailing in the economy. Topics include the development of present retail structure, functions performed, effective operations, and managerial problems resulting from current economic and social trends. Upon completion, students should be able to demonstrate an understanding of the basic principles of retailing.

MKT 221 Consumer Behavior**3 0 3**

Prerequisites: None

Corequisites: None

This course is designed to describe consumer behavior as applied to the exchange processes involved in acquiring, consuming, and disposing of goods and services. Topics include an analysis of basic and environmental determinants of consumer behavior with emphasis on the decision-making process. Upon completion, students should be able to analyze concepts related to the study of the individual consumer.

MKT 223 Customer Service**3 0 3**

Prerequisites: None

Corequisites: None

This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.

MKT 228 Service Marketing**3 0 3**

Prerequisites: None

Corequisites: None

This course is designed to define service marketing, demonstrate its importance, and note its special characteristics. Topics include basic building blocks of service marketing, distinctive aspects of services, and applications of service marketing mix. Upon completion, students should be able to demonstrate a basic understanding of the marketing mix as it applies to the service industry.

MKT 230 Public Relations**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces public relations as it affects communications, strategic planning, and management of the organization. Topics include basic principles and functions of management that guide public relations activities as applied to businesses, services, institutions, and associations. Upon completion, students should be able to perform the communications, evaluation, planning, and research activities of the public relations professional.

MAINTENANCE**MNT 110 Introduction to Maintenance Procedures****1 3 2**

Prerequisites: None

Corequisites: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MUSIC**MUS 110 Music Appreciation****3 0 3**

Prerequisites: None

Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

MUS 113 American Music**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces various musical styles, influences, and composers of the United States from pre-Colonial time to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding of American music. *This course has been approved to satisfy the comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

NETWORKING TECHNOLOGY**NET 110 Data Communication/Networking****2 2 3**

Prerequisites: None

Corequisites: None

This course introduces data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking. This course includes an oral communication component.

NET 112 Security Fundamentals and Policies**3 0 3**

Prerequisites: NET 226 or CCNA certification

Corequisites: None

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of the Internet, current security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

NET 122 Secure Communications**2 2 3**

Prerequisites: NET 112 and CIS 173 or CIS 282 or NET 110

Corequisites: None

This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, and SSH. Upon completion, students should be able to implement secure data transmission technologies. *This course is restricted to the Information Systems Security program.*

NET 125 Routing and Switching I**1 4 3**

Prerequisites: None

Corequisites: None

This course introduces the OSI model, network topologies, IP addressing, and subnet masks, simple routing techniques, and basic switching terminology. Topics include the basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, and router login scripts. Upon completion, students should be able to list the key internetworking functions of the OSI Networking Layer and how they are performed in a variety of router types.

NET 126 Routing and Switching II**1 4 3**

Prerequisites: NET 125

Corequisites: None

This course introduces router configurations, router protocols, switching methods, and hub terminology. Topics include the basic flow control methods, router startup commands, manipulation of router configuration files, IP and data link addressing. Upon completion, students should be able to prepare the initial router configuration files, as well as enable, verify, and configure IP addresses.

NET 145 Introduction to Linux**2 2 3**

Prerequisites: None

Corequisites: None

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstations. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

NET 155 Linux System Administration**2 2 3**

Prerequisites: NET 145

Corequisites: None

This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation, and maintenance of file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installing, configuring, and attaching a new Linux workstation to an existing network.

NET 175 Wireless Technology**2 2 3**

Prerequisites: NET 110 and NET 126

Corequisites: None

This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Mark-up language (WML), link manager, service discovery protocol, transport layer, and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications.

NET 222 Security Administration I

2 2 3

Prerequisites: NET 112 and CIS 173 or CIS 282 or NET 110

Corequisites: None

This course provides an overview of security administration and fundamentals of designing security architectures. Topics include TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.

NET 225 Advanced Router and Switching I

1 4 3

Prerequisites: NET 126

Corequisites: None

This course introduces advanced router configurations, advanced LAN switching theory and design, VLANs, Novell IPX, and threaded case studies. Topics include router elements and operations, adding routing protocols to a configuration, monitoring IPX operations on the router, LAN segmentation, and advanced switching methods. Upon completion, students should be able to describe LAN and network segmentation with bridges, routers, and switches and describe a virtual LAN.

NET 226 Advanced Router and Switching II

1 4 3

Prerequisites: NET 225

Corequisites: None

This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, and PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, channels, and function groups, and describe the Spanning Tree protocol.

NET 231 Intrusion Detection

2 2 3

Prerequisites: NET 222

Corequisites: None

This course introduces the student to intrusion detection methods in use today. Topics include the types of intrusion detection products and planning and placements of intrusion detection solutions. Upon completion, students should be able to plan and implement intrusion detection solution for networks and host-based systems.

NET 232 Security Administration II

2 2 3

Prerequisites: NET 222

Corequisites: None

This course provides the skills necessary to design and implement information security controls. Topics include advanced TCP/IP concepts, network vulnerability analysis, and monitoring. Upon completion, students should be able to distinguish between normal anomalous network traffic, identify common network attack patterns, and implement security solutions.

NET 233 Defense In-depth

2 2 3

Prerequisites: NET 222 and CIS 279 or NET 155

Corequisites: NET 232

This course introduces students to the concepts of defense in-depth, a security industry best practice. Topics include firewalls, backup systems, redundant systems, disaster recovery, and incident handling. Upon completion, students should be able to plan effective information security defenses, backup systems, and disaster recovery procedures. *This course is restricted to the Information Systems Security program.*

NET 260 Internet Development and Support

3 0 3

Prerequisites: NET 110

Corequisites: None

This course covers issues relating to the development and implementation of Internet related tools and services. Topics include Internet organization, site registration, e-mail servers, Web servers, Web page development, legal issues, firewalls, multimedia, TCP/IP, service providers, FTP, list servers, and gateways. Upon completion, students should be able to develop and support the Internet services needed within an organization.

NET 270 Scalable Networks Design**1 4 3**

Prerequisites: None

Corequisites: None

This course covers principles and techniques of scalable networks. Topics include building multi-layer networks, controlling overhead traffic in growing routed networks, and router capabilities used to control traffic over LANs and WANs. Upon completion, students should be able to design; implement; and improve traffic flow, reliability, redundancy, and performance in enterprise networks.

NET 271 Multi-layer Networks**1 4 3**

Prerequisites: NET 270

Corequisites: None

This course covers building campus networks using multi-layer switching technologies over a high-speed Ethernet. Topics include improving IP routing performance with multi-layer switching, implementing fault tolerance routing, and managing high bandwidth broadcast while controlling IP multi-cast access to networks. Upon completion, students should be able to install and configure multi-layer enterprise networks and determine the required router configurations to support new services and applications.

NET 272 Remote Access Networks**1 4 3**

Prerequisites: NET 271

Corequisites: None

This course covers how to build a remote access network to interconnect central sites to branch offices, home offices, and telecommuters. Topics include enabling on-demand/permanent connections to the central site, scaling and troubleshooting remote access networks, and maximizing bandwidth utilization over remote links. Upon completion, students should be able to assemble and configure equipment, establish WAN connections, enable protocols/technologies, allow traffic between sites, and implement accessible access control.

NET 273 Internetworking Support**1 4 3**

Prerequisites: NET 272

Corequisites: None

This course covers how to baseline and troubleshoot and internetworking environment using routers and switches for multi-protocol client, host, and servers. Topics include troubleshooting processes, routing and routed protocols, campus switching, and WAN troubleshooting. Upon completion, students should be able to troubleshoot Ethernet, Fast Ethernet, and Token Ring LANs and Serial, Frame Relay, and ISDN connections.

NET 275 Attack Methodology**2 2 3**

Prerequisites: NET 233

Corequisites: None

This course provides the student with an in-depth look at common Internet, network, and host-based attack methodologies. Topics include common attack methods such as social engineering, spoofing, denial of service, traffic interception, session hijacking, password cracking, malicious code, and web hacking techniques. Upon completion, students should be able to generate anomalous network traffic, identify common network attack patterns, and perform penetration testing. *This course is restricted to the Information Systems Security program.*

NURSING**NUR 110 Nursing I****5 9 8**

Prerequisites: Admission to the Associate Degree Nursing program

Corequisites: ACA 111, BIO 165, MAT 110, and PSY 150

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health. Nursing Assistant I skills are validated. This course includes an oral communication component.

NUR 120 Nursing II**5 9 8**

Prerequisites: NUR 110

Corequisites: CIS 110, BIO 166, and PSY 241

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health. This course includes an oral communication component.

NUR 130 Nursing III**4 9 7**

Prerequisites: NUR 120 and/or NUR 189

Corequisites: None

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health. Emphasis is placed on nursing care of mother, infant, and families.

NUR 189 Nursing Transition**1 3 2**

Prerequisites: Admission to LPN track

Corequisites: None

This course is designed to assist the licensed practical nurse in transition to the role of the associate degree nurse. Topics include the role of the registered nurse, nursing process, homeostasis, and validation of selected nursing skills and physical assessment. Upon completion, students should be able to articulate into the ADN program at the level of the generic student.

NUR 210 Nursing IV**5 15 10**

Prerequisites: NUR 130

Corequisites: BIO 175 and ENG 111

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health. Emphasis is placed on complex alterations in health and applying psychosocial theories to individuals/groups with mental health needs.

NUR 220 Nursing V**4 18 10**

Prerequisites: NUR 210

Corequisites: ENG 113 or ENG 114 and humanities elective

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse's role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations. Emphasis is placed on leadership and management skills in a variety of health care settings. This course includes an oral communication component.

OFFICE SYSTEMS TECHNOLOGY**OST 131 Keyboarding****1 2 2**

Prerequisites: None

Corequisites: None

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST 132 Keyboard Skill Building**1 2 2**

Prerequisites: OST 131

Corequisites: None

This course provides accuracy- and speed-building drills. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed. An additional segment on utilizing a word processor will be incorporated into this course.

OST 136 Word Processing**1 2 2**

Prerequisites: CIS 110 or Program Head approval

Corequisites: None

This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST 164 Text Editing Applications**3 0 3**

Prerequisites: Proper keyboarding skill recommended

Corequisites: None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. Also included in the course will be a segment on document management.

OST 236 Advanced Word/Information Processing**2 2 3**

Prerequisites: OST 135 or OST 136

Corequisites: None

This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents.

PHYSICAL EDUCATION**PED 111 Physical Fitness I****0 3 1**

Prerequisites: None

Corequisites: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PED 113 Aerobics I**0 3 1**

Prerequisites: None

Corequisites: None

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PED 117 Weight Training I**0 3 1**

Prerequisites: None

Corequisites: None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PED 120 Walking for Fitness**0 3 1**

Prerequisites: None

Corequisites: None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PED 121 Walk, Jog, Run

0 3 1

Prerequisites: None

Corequisites: None

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PED 147 Soccer

0 2 1

Prerequisites: None

Corequisites: None

This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PED 181 Snow Skiing—Beginning

0 2 1

Prerequisites: None

Corequisites: None

This course introduces the fundamentals of snow skiing. Topics include basic techniques, safety, and equipment involved in snow skiing. Upon completion, students should be able to ski a down slope, enter and exit a ski lift, and perform basic maneuvers on skis. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PHILOSOPHY**PHI 210 History of Philosophy**

3 0 3

Prerequisites: ENG 111

Corequisites: None

This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

PHI 215 Philosophical Issues

3 0 3

Prerequisites: ENG 111

Corequisites: None

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

PHI 230 Introduction to Logic

3 0 3

Prerequisites: ENG 111, MAT 070 or MAT 090, or placement

Corequisites: None

This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test validity, and appraise inductive reasoning. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PHI 240 Introduction to Ethics

3 0 3

Prerequisites: ENG 111

Corequisites: None

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism.

Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. This course includes a component on medical ethics and bioethics. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

PHI 250 Philosophy of Science

3 0 3

Prerequisites: ENG 111 and MAT 161

Corequisites: None

This course introduces the concepts of empirical observations and laws and their role in scientific explanation, prediction, and theory formation. Topics include the relationship between the philosophy of science and inductive/deductive logic, analytic philosophy, logical empiricism, and explanatory paradigms. These topics will be studied in conjunction with the history and philosophy of religion as emphasis is placed upon the ongoing science-religion interface. Upon completion, students should be able to describe the development and role of scientific explanation, prediction, theory formation, and explanatory paradigms in the natural and social sciences. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PHYSICS

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test.

PHY 090 Developmental Physics

3 2 4

Prerequisites: None

Corequisites: None

This course strengthens basic vocabulary and problem-solving skills in physics. Topics include an overview of the major divisions of physics, including mechanics, electricity, optics, and modern physics. Upon completion, students should be able to utilize fundamental physics principles and problem-solving skills necessary for success in college-level physics course.

PHY 131 Physics—Mechanics

3 2 4

Prerequisites: MAT 121 or MAT 161

Corequisites: None

This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields. Others topics such as electricity, thermodynamics, magnets, waves, and light may be included as they pertain to individual fields of study.

PHY 151 College Physics I

3 2 4

Prerequisites: MAT 161 or MAT 171

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PHY 152 College Physics II

3 2 4

Prerequisites: PHY 151

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

PHYSICAL SCIENCE

PHS 110 Basic Physical Science 3 2 4
Prerequisites: None
Corequisites: None

This course introduces the physical environment with emphasis on the laws and physical concepts that impact the world and universe. Topics include astronomy, geology, meteorology, general chemistry, and general physics. Upon completion, students should be able to describe the forces and composition of the earth and universe. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

POLITICAL SCIENCE

POL 120 American Government 3 0 3
Prerequisites: None
Corequisites: None

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 210 Comparative Government 3 0 3
Prerequisites: None
Corequisites: None

This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country's historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations' governmental structures, processes, ideologies, and capacity to resolve major problems. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 220 International Relations 3 0 3
Prerequisites: None
Corequisites: None

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, nongovernmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSYCHOLOGY

PSY 118 Interpersonal Psychology 3 0 3
Prerequisites: None
Corequisites: None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY 150 General Psychology**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 211 Psychology of Adjustment**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course introduces the study of the adjustment process focusing on contemporary challenges individuals must deal with in everyday life. Topics include theories of behavior, career choices, self-understanding, coping mechanisms, human relationships, intimacy, sociocultural factors influencing healthy personal adjustment, and other related topics. Upon completion, students should be able to demonstrate an awareness of the processes of adjustment. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 234 Organizational Psychology**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course introduces the field of industrial and organizational psychology. Topics include employee motivation, organizational structure, leadership, selection and training, conflict resolution, communication, job satisfaction, and other related influences on performance. Upon completion, students should be able to demonstrate a basic understanding of organizational dynamics and behaviors in the workplace.

PSY 237 Social Psychology**3 0 3**

Prerequisites: PSY 150 or SOC 210

Corequisites: None

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 239 Psychology of Personality**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 241 Developmental Psychology**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 243 Child Psychology**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and

atypical childhood behavior patterns as well as appropriate strategies for interacting with children. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 246 Adolescent Psychology**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course provides an overview of the behavior patterns, life changes, and social issues that accompany the developmental stage of adolescence. Topics include developmental theories; physical, cognitive, and psychosocial growth; transitions to young adulthood; and sociocultural factors that influence adolescent roles in home, school, and community. Upon completion, students should be able to identify typical and atypical adolescent behavior patterns as well as appropriate strategies for interacting with adolescents. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 247 Psychology of Adulthood**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course examines the major theories and patterns of adult development from young adulthood to late adulthood. Topics include physical, cognitive, and psychosocial changes with an emphasis on relationships, family patterns, work roles, community interactions, and the challenges of each stage of adulthood. Upon completion, students should be able to demonstrate a knowledge of adult development and an ability to apply this knowledge to their own lives. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 249 Psychology of Aging**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course covers the particular needs and behaviors of the maturing adult. Emphasis is placed on psychosocial processes; biological and intellectual aspects of aging; adjustments to retirement, dying, bereavement; and the stereotypes and misconceptions concerning the elderly. Upon completion, students should be able to show an understanding of the psychological factors related to the aging process. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 255 Introduction to Exceptionality**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course introduces the psychology of the exceptional person. Topics include theoretical perspectives, terminology, and interventions pertaining to various handicapping conditions as well as the resulting psychosocial adjustments. Upon completion, students should be able to demonstrate a basic understanding of the potentials and limitations of the exceptional person.

PSY 256 Exceptional Children**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course introduces major exceptionalities in children including mental, emotional, and physical variations; learning disabilities; and giftedness. Emphasis is placed on theoretical perspectives, identification methods, and intervention strategies. Upon completion, students should be able to demonstrate a general knowledge of the exceptionalities of children and recommended intervention techniques.

PSY 259 Human Sexuality**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 263 Educational Psychology**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 264 Counseling Techniques**2 2 3**

Prerequisites: PSY 150

Corequisites: None

This course introduces basic counseling skills, models, and methods used in helping relationships. Emphasis is placed on listening, communication and interviewing skills, practical exercises and techniques, intervention strategies, and self-awareness in helping relationships. Upon completion, students should be able to demonstrate basic helping skills.

PSY 265 Behavioral Modification**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.

PSY 275 Health Psychology**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course covers the biopsychosocial dynamics of stress and the maintenance of good health. Topics include enhancing health and well-being, stress management, life style choices and attitudes, the mind-body relationship, nutrition, exercise, and fitness. Upon completion, students should be able to demonstrate an understanding of the psychological factors related to health and well-being. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

PSY 281 Abnormal Psychology**3 0 3**

Prerequisites: PSY 150

Corequisites: None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

RADIOGRAPHY**RAD 110 Radiography Introduction and Patient Care****2 3 3**

Prerequisites: None

Corequisites: RAD 111 and RAD 151

This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.

RAD 111 Radiographic Procedures I**3 3 4**

Prerequisites: None

Corequisites: RAD 110 and RAD 151

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.

RAD 112 Radiographic Procedures II**3 3 4**

Prerequisites: RAD 110, RAD 111, and RAD 151

Corequisites: RAD 121 and RAD 151

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

RAD 121 Radiographic Imaging I**2 3 3**

Prerequisites: RAD 110, RAD 111, and RAD 151

Corequisites: None

This course covers factors of image quality and methods of exposure control. Topics include density, contrast, recorded detail, distortion, technique charts, manual and automatic exposure control, and tube rating charts. Upon completion, students should be able to demonstrate an understanding of exposure control and the effects of exposure factors on image quality.

RAD 122 Radiographic Imaging II**1 3 2**

Prerequisites: RAD 112, RAD 121, and RAD 161

Corequisites: RAD 131 and RAD 171

This course covers image receptor systems and processing principles. Topics include film, film storage, processing, intensifying screens, grids, and beam limitation. Upon completion, students should be able to demonstrate the principles of selection and usage of imaging accessories to produce quality images.

RAD 131 Radiographic Physics I**1 3 2**

Prerequisites: RAD 112, RAD 121, and RAD 161

Corequisites: RAD 122 and RAD 171

This course introduces the fundamental principles of physics that underlie diagnostic X-ray production and radiography. Topics include electromagnetic waves, electricity and magnetism, electrical energy, and power and circuits as they relate to radiography. Upon completion, students should be able to demonstrate an understanding of basic principles of physics as they relate to the operation of radiographic equipment.

RAD 151 Radiography Clinical Education I**0 6 2**

Prerequisites: None

Corequisites: RAD 110 and RAD 111

This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 161 Radiography Clinical Education II**0 15 5**

Prerequisites: RAD 110, RAD 111, and RAD 151

Corequisites: RAD 112 and RAD 121

This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 171 Radiography Clinical Education III**0 12 4**

Prerequisites: RAD 112, RAD 121, and RAD 161

Corequisites: RAD 122 and RAD 131

This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 211 Radiographic Procedures III**2 3 3**

Prerequisites: RAD 122

Corequisites: RAD 231, RAD 241, and RAD 251

This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, pathology, and advanced imaging. Upon completion, students should be able to demonstrate competence in these areas.

RAD 231 Radiographic Physics II**1 3 2**

Prerequisites: RAD 171

Corequisites: RAD 211, RAD 241, and RAD 251

This course continues the study of physics that underlie diagnostic X-ray production and radiographic and fluoroscopic equipment. Topics include X-ray production, electromagnetic interactions with matter, X-ray devices, equipment circuitry, targets, filtration, and dosimetry. Upon completion, students should be able to demonstrate an understanding of the application of physical concepts as related to image production.

RAD 241 Radiation Protection**2 0 2**

Prerequisites: RAD 122, RAD 131, and RAD 171

Corequisites: RAD 211, RAD 231, and RAD 251

This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

RAD 245 Radiographic Analysis**2 3 3**

Prerequisites: RAD 251

Corequisites: RAD 261

This course provides an overview of imaging concepts and introduces methods of quality assurance. Topics include a systematic approach for image evaluation and analysis of imaging service and quality assurance. Upon completion, students should be able to establish and administer a quality assurance program and conduct a critical review of images. This course includes an oral communication component.

RAD 251 Radiography Clinical Education IV**0 21 7**

Prerequisites: RAD 122, RAD 131, and RAD 171

Corequisites: RAD 211, RAD 231, and RAD 241

This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 261 Radiography Clinical Education V**0 21 7**

Prerequisites: RAD 251

Corequisites: RAD 245

This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RESPIRATORY THERAPY**RCP 110 Introduction to Respiratory Care****3 3 4**

Prerequisites: Enrollment in the Respiratory Therapy program

Corequisites: None

This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 111 Therapeutics/Diagnostics**4 3 5**

Prerequisites: RCP 110

Corequisites: None

This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 112 Patient Management**3 3 4**

Prerequisites: RCP 111

Corequisites: None

This course provides entry-level skills in adult/pediatric mechanical ventilation and respiratory care procedures in traditional and alternative settings. Emphasis is placed on therapeutic modalities and physiological effects of cardiopulmonary rehabilitation, home care, mechanical ventilation, and monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.

RCP 113 RCP Pharmacology**2 0 2**

Prerequisites: Enrollment in the Respiratory Therapy program

Corequisites: None

This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations.

RCP 115 C-P Pathophysiology**2 0 2**

Prerequisites: Enrollment in the Respiratory Therapy program

Corequisites: None

This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations. This course includes an oral communication component.

RCP 122 Special Practice Lab**2 0 1**

Prerequisites: Enrollment in the Respiratory Therapy program

Corequisites: None

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

RCP 123 Special Practice Lab**3 0 1**

Prerequisites: Enrollment in the Respiratory Therapy program

Corequisites: None

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

RCP 145 RCP Clinical Practice II**0 15 5**

Prerequisites: RCP 110

Corequisites: RCP 111

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 154 RCP Clinical Practice III**0 12 4**

Prerequisites: RCP 111

Corequisites: None

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 210 Critical Care Concepts**3 3 4**

Prerequisites: Successful completion of three semesters of the Respiratory Therapy program

Corequisites: None

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. This course includes an oral communication component.

RCP 211 Advanced Monitoring/Procedures**3 3 4**

Prerequisites: RCP 210

Corequisites: None

This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations.

RCP 214 Neonatal/Pediatrics RC**1 3 2**

Prerequisites: RCP 111

Corequisites: None

This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children. Upon completion, students should be able to demonstrate competence in these concepts through written and laboratory evaluations. This course includes an oral communication component.

RCP 215 Career Prep—Advanced Level**0 3 1**

Prerequisites: None

Corequisites: None

This course provides preparation for employment and the advanced-level practitioner credentialing exam. Emphasis is placed on review of the NBRC Advanced-Level Practitioner Exam and supervision and management. Upon completion, students should be able to successfully complete the appropriate self-assessment examinations and meet the requirements for employment.

RCP 222 Special Practice Lab**0 2 1**

Prerequisites: None

Corequisites: None

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

RCP 234 RCP Clinical Practice IV**0 12 4**

Prerequisites: RCP 111

Corequisites: RCP 210

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 235 RCP Clinical Practice IV**0 15 5**

Prerequisites: RCP 111

Corequisites: RCP 210

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RCP 245 RCP Clinical Practice V**0 15 5**

Prerequisites: RCP 210

Corequisites: RCP 211

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. This course includes an oral communication component.

RCP 246 RCP Clinical Practice V**0 18 6**

Prerequisites: RCP 210

Corequisites: RCP 211

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

RELIGION

REL 110 World Religions**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 112 Western Religions**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 211 Introduction to Old Testament**3 0 3**

Prerequisites: None

Corequisites: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 212 Introduction to New Testament**3 0 3**

Prerequisites: None

Corequisites: None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 221 Religion in America**3 0 3**

Prerequisites: None

Corequisites: None

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and nontraditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. This course includes an oral communication component. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SUBSTANCE ABUSE

SAB 110 Substance Abuse Overview**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment. This course includes an oral communication component.

SAB 137 Co-Dependency**3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the adult child concept and co-dependency as syndromes of the addictive process. Emphasis is placed on treatment and recovery within the context of a paradigm shift which allows the individual to choose a healthy model of life. Upon completion, students should be able to assess levels of co-dependency and associated levels of physical and mental health and develop strategies to enhance health. This course includes an oral communication component.

SAB 210 Substance Abuse Counseling**2 2 3**

Prerequisites: None

Corequisites: None

This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change. This course includes an oral communication component.

SELECTED TOPICS**SEL 193 Selected Topics in Home Technology Integration****2 2 3**

Prerequisites: None

Corequisites: None

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

SOCIOLOGY**SOC 210 Introduction to Sociology****3 0 3**

Prerequisites: None

Corequisites: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 213 Sociology of the Family**3 0 3**

Prerequisites: None

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse life styles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 220 Social Problems**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 225 Social Diversity**3 0 3**

Prerequisites: None

Corequisites: None

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 232 Social Context of Aging**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse life styles, and social and cultural realities of older adults. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

SOC 242 Sociology of Deviance**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an overview of deviant behavior and the processes involved in its definition, causation, prevention, control, and treatment. Topics include theories of causation, social control, delinquency, victimization, criminality, the criminal justice system, punishment, rehabilitation, and restitution. Upon completion, students should be able to identify and analyze issues surrounding the nature and development of social responses to deviance. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

SPANISH**SPA 111 Elementary Spanish I****3 0 3**

Prerequisites: None

Corequisites: SPA 181

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 112 Elementary Spanish II**3 0 3**

Prerequisites: SPA 111

Corequisites: SPA 182

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 141 Culture and Civilization**3 0 3**

Prerequisites: None

Corequisites: None

This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

SPA 181 Spanish Lab I**0 2 1**

Prerequisites: None
 Corequisites: SPA 111

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

SPA 182 Spanish Lab II**0 2 1**

Prerequisites: SPA 181
 Corequisites: SPA 112

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

SPA 211 Intermediate Spanish I**3 0 3**

Prerequisites: SPA 112
 Corequisites: None

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 212 Intermediate Spanish II**3 0 3**

Prerequisites: SPA 211
 Corequisites: None

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

WELDING**WLD 112 Basic Welding Processes****1 3 2**

Prerequisites: None
 Corequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115 SMAW (Stick) Plate**2 9 5**

Prerequisites: None
 Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

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FACULTY

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- Clifford Afam *Instructor—Associate Degree Nursing*
B.S.N., UNC—Charlotte; M.S.N., UNC—Greensboro
- Janet Almond *Instructor—Associate Degree Nursing*
B.S.N., UNC—Charlotte
- Merlin Amirtharaj *Associate Dean of Technology*
Instructor—Information Systems and Computer Programming
B.S., University of Kerala; M.B.A., Pfeiffer University
Certifications: Microsoft Access; Microsoft Excel 2000 and XP; Microsoft PowerPoint; UNIX Fundamentals
- Stephen C. Barker *Instructor—Computer Technology*
B.S., Appalachian State University; M.S., North Carolina A & T State University
Certifications: AUTOCAD Levels I and II; A+; MCP; CCNA; CCAI; HTI+
- Donald Bost *Instructor (Correctional Institute)—Computer Engineering Technology*
A.A.S., Stanly Community College
Certifications: A+; Cisco I-IV Instructor; Home Technology Integration Instructor
- Max Boylen *Program Head/Instructor—Criminal Justice Technology*
A.A.S., Davidson Community College; B.S., UNC—Charlotte; M.S., UNC Charlotte; Certificate, Western Carolina University
- Jana Bruce *Program Head/Instructor—Radiography and Cardiovascular Interventional Technology*
B.S.I.S., South Dakota School of Mines & Technology; M.S., University of St. Francis
Certifications: RT in Radiography and Mammography
- Julie Burris *Instructor—Radiography*
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